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ABSTRACT

The Preprimary Traffic Safety Curriculum (PTSC) Demonstration Project is a three year project to develop, pilot test, and disseminate a traffic safety curriculum for young children. The PTSC Project has two general goals: to develop appropriate safety habits and attitudes in children, and to establish cooperation between home and school so that teachers and parents can work together for the safety of young children. During the 1978-79 school year, a multitude of teacher and parent materials were developed and reviewed by an advisory committee. During 1979-80, a subset of these materials were field tested. A selected sample of 95 classrooms from 28 school districts participated in the field test. Teacher, principal, and parent questionnaires were used in the process and product evaluations to determine the level of use of the materials, the effectiveness of inservice programs, teacher perceptions of the materials, and teacher and percent ratings of the post-program behavior of participating students. Participating students performed significantly better than non-participants on the following objectives: listens for approaching cars, watches for cars by looking all ways and finger scanning, follows passenger safety rules by buckling seat belt, and recognizes the common traffic signs. (BW)

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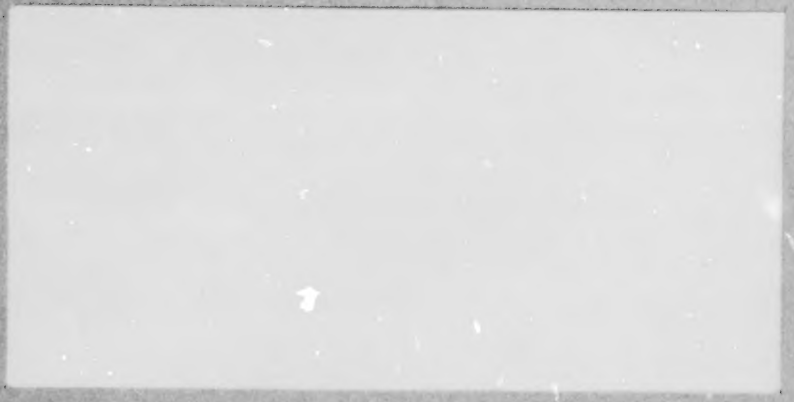

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Saginaw Public Schools

Saginaw, Michigan

TM800727

PREPRIMARY TRAFFIC SAFETY CURRICULUM DEMONSTRATION PROJECT

EVALUATION REPORT

1979-80

Prepared for:

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the Michigan Office of Highway Safety Planning in
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October, 1980

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PROJECT DESCRIPTION

The Preprimary Traffic Safety Curriculum (PTSC) Demonstration Project is a three year project. This project is under the direction of the Michigan Department of Education with a grant from the Michigan Office of Highway Safety Planning. The School District of the City of Saginaw was subcontracted with to develop, pilot test, and disseminate the curriculum.

The PTSC project is a reaction to the fact that traffic related accidents are the most frequent cause of death among children ages 1-14, according to traffic research by Sandels[1], FARS[2], and the National Safety Council. Additionally, no comprehensive traffic safety curriculum for the preprimary level exists in Michigan or anywhere in the nation. While young children are often thought of as small adults, and thus are expected to follow the adult traffic regulations, Piaget's[3] research has shown that children should not be conceived of as small adults. Rather, his research has shown young children to have developmental characteristics which influence their behavior in any given situation and these characteristics make the child especially vulnerable in traffic situations. Although preprimary children

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[1]Sandels, Stina, Ph.D. Children in Traffic, rev. ed. London: Paul Elek, 1975.

[2]U.S. Department of Transportation, National Highway Traffic Safety Administration, "Fatal Accident Reporting System (FARS)," Washington, D.C.: Government Printing Office, 1976.

[3]Brearly, Molly and Elizabeth Hitchfield, A Guide to Reading Piaget, New York. Schocken Books, 1967, c1966.

are not developmentally capable of always reacting correctly in traffic situations, they can learn proper traffic safety behavior as shown by Sandels'[4] research. The need for preprimary children to learn proper behavior in traffic exists but no ongoing comprehensive curriculum effort is generally available to Michigan schools.

This three year curriculum demonstration effort began during the 1978-79 school year. Under the direction of the Saginaw Office of Preschool Education, the materials were designed and written in the first year. During the second year, the PTSC project staff member conducted awareness sessions and field tested these materials in approximately 100 classrooms. The final year of the project will be used to conduct at least 22 regional awareness and dissemination sessions concerning the finalized set of safety materials to all interested preprimary (prekindergarten and kindergarten) classroom teachers in the State of Michigan.

The 1979-80 school year was the second year of the project. The project's staff consisted of a preschool teacher consultant and a secretary. The administration of the project in Saginaw was moved from the Office of Preschool Education to the Office of Inservice Education. In addition, the Saginaw Department of Evaluation, Testing and Research was brought into the project to design and conduct the study of program impacts. A proposed timeline of major PTSC activities is presented below. The timeline presents both project and evaluation activities. The

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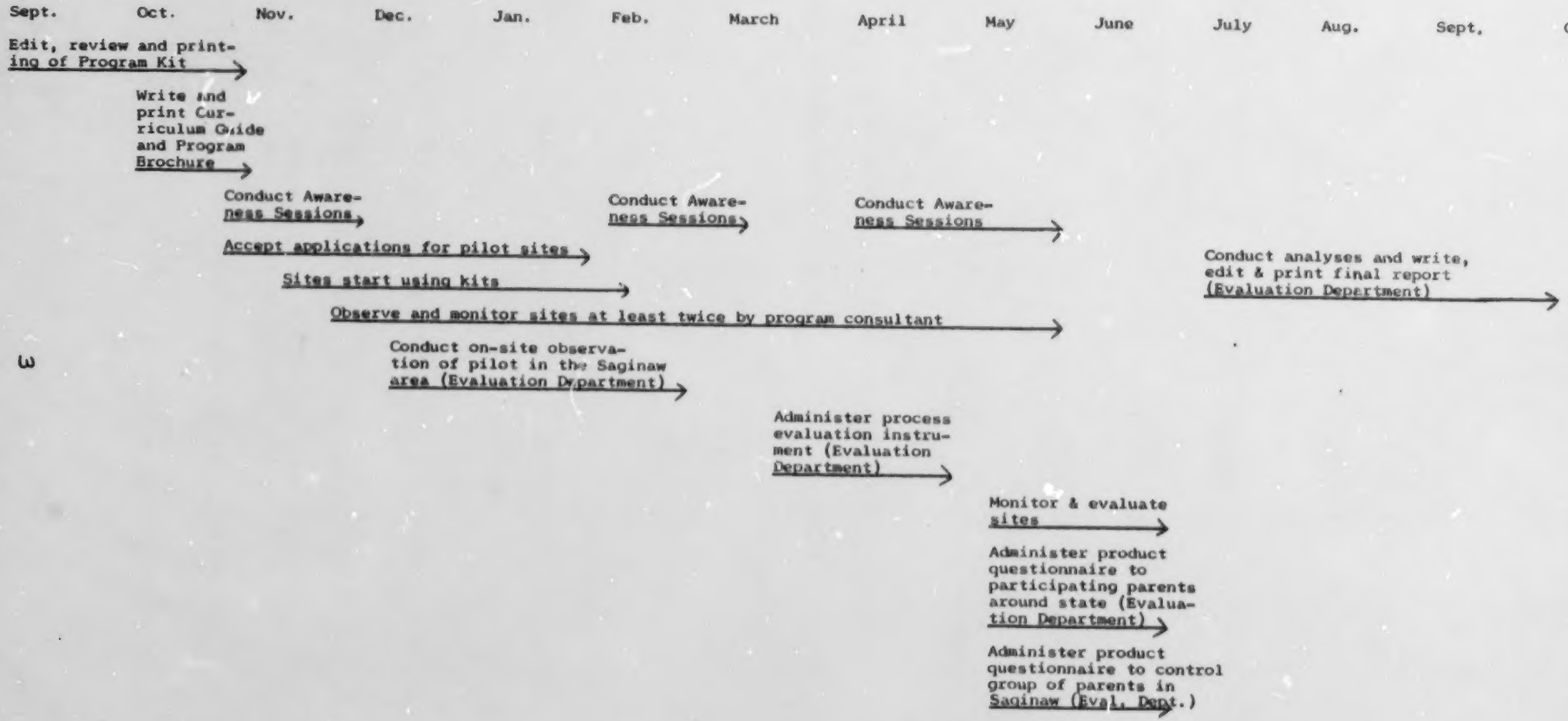
[4]Sandels, pp. 144-145.

TIMELINE OF MAJOR PROJECT ACTIVITIES FOR THE 1979-80 PREPRIMARY TRAFFIC SAFETY PROGRAM


Sept.
Oct.
Nov.
Dec.
Jan.
Feb.
March
April
May
June
July
Aug.
Sept.
Oct.
Edit, review and printing of Program Kit
Write and print Curriculum Guide and Program Brochure
Conduct Awareness Sessions
Conduct Awareness Sessions
Conduct Awareness Sessions
Accept applications for pilot sites
Conduct analyses and write, edit & print final report (Evaluation Department)
Sites start using kits
Observe and monitor sites at least twice by program consultant
Conduct on-site observation of pilot in the Saginaw area (Evaluation Department)
Administer process evaluation instrument (Evaluation Department)
Monitor & evaluate sites
Administer product questionnaire to participating parents around state (Evaluation Department)
Administer product questionnaire to control group of parents in Saginaw (Eval. Dept.)

following is a summary listing of project specific activities that can be obtained from studying the timeline: edit and print the PTSC program kit, curriculum guide, and program brochure; accept and review applications for piloting classroom/school district sites; schedule and conduct PTSC awareness sessions relating to program materials and the roles of teachers and parents; and, monitor, observe, and evaluate piloting sites.

GOALS AND OBJECTIVES OF PROJECT

The PTSC project has two general goals. The first was to develop appropriate safety habits and attitudes in children. The companion goal was to establish cooperation between home and school so that teachers and parents can work together for the safety of young children. The ultimate hope of the project is that the children involved will grow into safety conscious adults.

The project had fourteen traffic safety objectives for the children. These objectives are listed below.

1. Cross the street only at a safe location.
2. Cross the street only with an adult.
3. Demonstrates where and how to walk when near the street.
4. Demonstrate that the curb is an invisible stop sign.
5. Listen for approaching cars.
6. Watch for cars by looking all ways and by finger scanning before crossing the street.
7. Recognize vehicles backing up in driveways.

8. Wait if a driver is in the car in the driveway until the driver either removes the car or gets out of the car.

9. Follow car safety rules as a passenger.

10. Demonstrate a knowledge of strangers and how to avoid them.

11. Demonstrate a knowledge of the proper use of tricycles and other riding toys out of doors.

12. Recognize the common traffic signs.

13. Recognize hazardous situations.

14. Develop habits of conduct that will enable them to meet traffic situations with as little danger as possible to themselves and others.

CURRICULUM MATERIALS

The project, through the efforts of the preschool teacher consultant, developed a great array of materials during the 1978-79 school year. The philosophy of the PTSC was to provide teacher-ready materials in kit form to meet the total learning experiences of the preprimary child. The teacher is provided with concrete activities outlined on lap-held cards for outdoor and indoor instruction in traffic safety education. Usually one or more indoor activities takes place to develop a safety concept. Then following the suggestions on the card for outdoor practice, the concept is further illustrated and explored. After each outdoor activity, the children are brought back into the classroom. Then the teacher uses recall questions on the lap

cards for further discussion and drill. The children may need several outdoor experiences with one activity before moving on to a new concept. Children are expected to receive a great deal of practice in any one activity (or concept) because research indicates that the amount of practice is as important as the initial activity.

As mentioned, a multitude of teacher-ready materials were developed for inclusion in the traffic safety kit. These were reviewed by an advisory committee, which was composed of pre-primary and traffic safety experts. The following listing by category of the different types of materials plus a count hopefully will give the reader some appreciation of the variety of materials offered.

Type of Materials by Category	Number of Activities
New concept activities	20
Gross motor activities	11
Songs	10
Fingerplays and poems	11
Mr. Stop Sign activities	10
Mr. Stop Sign questions	6
Table games	6
Additional activities	4
Booklets for children	2
Bulletin board ideas	2

A review of the chart for checking off activities completed (see Appendix A) will give further substance to the activities listed above.

The piloting effort during the 1979-80 year had as its objective to field test a subset of these activities. A flow-chart of activities to be completed is given in Appendix B.

This flowchart represents the minimum set of activities and the suggested order for proceeding through the materials.

The project staff also developed parent materials. Parents are seen as being essential to a successful traffic safety program. Through involvement of parents, it is hoped that parents can perform the following roles: 1) realizing that their child has developmental limitations in displaying safety conscious behaviors, 2) stressing the importance of safe behavior to their child, and 3) participating in outdoor safety related learning activities.

A parent meeting is used to enlist parental help in the safety education of their child and make them aware of their young child's developmental limitations. A filmstrip (included in the safety kit) directed toward parents is used to illustrate the developmental differences between young children and adults. Other materials included for the parents are the Traffic Safety Booklet for Parents of Young Children, a checklist of activities for parent and child participation (see Appendix C), and a certificate for the adult who completes the activities with the child.

It is not possible here to present all the learning materials. However, the preceding paragraphs hopefully have given the reader a flavor for what the traffic safety kit contains and how specifically they have been used in the field testing effort. A brochure entitled Traffic Safety Program for

Young Children: A Guide to be Used With the Traffic Safety Program Kit is available from the Office of Inservice Education, School District of the City of Saginaw, 550 Millard Street, Saginaw, Michigan, 48607. The brochure should give the interested reader a fuller understanding of the kit of materials for teacher and parent use.

SITE SELECTION PROCEDURES

The initial plan was to draw a stratified random sample of approximately 100 classrooms from Michigan school districts classified by major community types: metropolitan core cities, cities, towns, urban fringe, and rural as defined by the Michigan Department of Education.[5] However, a test mailing of a brochure about the PTSC (see Appendix D for copy of brochure) to a select sample of districts yielded a small number of interested districts. Thus, it was decided to use a select sampling rather than a random sampling approach. The districts selected were for the most part those districts with the following characteristics: an interest in improving their preprimary programs, geographically representative of Michigan, and those reflecting Michigan by community type. Table 1 below presents the selected school districts by community type and number of classrooms participating.

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[5]Michigan Department of Education, Local District and School Report: Explanatory Materials, the third report of the 1971-72 Michigan Educational Assessment Program, May, 1972, pp. 25-34.

TABLE 1. NUMBER OF CLASSROOMS PARTICIPATING IN FIELD TESTING THE PREPRIMARY TRAFFIC SAFETY CURRICULUM DEMONSTRATION PROJECT BY SCHOOL DISTRICT AND COMMUNITY TYPE.

Community Type	School District	No. of Classrooms Participating
Metropolitan Core Cities	Flint City School District	21
	Grand Rapids Public Schools	5
	Mercy College Preschool*	3
	Muskegon Heights Public Schools	11
	Saginaw City School District	5
	Sunshine Montessori School*	1
	Sub-TOTAL	46
Cities	Big Rapids Public Schools	6
	Sub-TOTAL	6
Towns	Charlevoix Public School District	4
	Durand Area Schools	7
	Montessori Children's House*	1
	Petoskey School District	3
	Petoskey Children's Nursery*	1
	Whitehall District Schools	4
	Sub-TOTAL	20
Urban Fringe	Bangor Township Schools	6
	Beecher School District	3
	Burton Bentley Community Schools	1
	Godwin Heights Public Schools	2
	Mount Morris Consolidated Schools	1
	Parchment School District	1
	Springfield City School District	3
	Sub-TOTAL	17
Rural	Boyne Falls Public School District	1
	Linden Community School District	1
	Mancelona Public Schools	3
	Morley Stanwood School	1
	Sub-TOTAL	6
	GRAND TOTAL	95

*Private/parochial school.

A review of Table 1 reveals that the participating school districts are cross-sectional of the five community types. The inclusion of more city type school districts would have helped the representativeness of the sample, but all 22 remaining districts of this type were contacted. The districts seem also fairly well spread geographically around the lower peninsula of Michigan. Though upper peninsula school districts were contacted about participation, none of these districts would participate due to lack of teacher interest and the lateness of piloting. The PTSC project found itself in the situation of allowing all districts that indicated an interest the opportunity to participate thereby reaching 95 classrooms. (This number is only five short of its goal of involving 100 classrooms in its field testing effort and would have been surpassed if Oscoda Area Schools with 6 teachers would not have dropped out halfway through the field testing effort.) The sample that resulted however, seems somewhat representative of Michigan both by community type and geography.

AWARENESS SESSIONS

The preschool teacher consultant conducted a total of thirteen awareness sessions for the participating PTSC teachers. These all day sessions extended from March 21 to April 15, 1980. Appendix E provides the agenda and a detailed outline for these awareness sessions. The following were the major points covered during each awareness session: introduction to the PTSC program

and developmental differences of youngsters; explanation of the parent component; explanation of the traffic safety kit materials; and description of the flowchart outlining minimum set of PTSC materials to be covered.

PROCEDURES FOR EVALUATION

The Department of Evaluation, Testing and Research was contracted to conduct the PTSC evaluation. During the 1978-79 school year, a tentative evaluation design was drafted (see Appendix F for a copy). This document served as the basis for the process and product evaluation described below.

Procedures for Process Evaluation

A process evaluation involves monitoring a project throughout its operation to determine if it is being implemented as planned. This monitoring makes it possible to identify strengths and weaknesses that might affect a project's outcome. These strengths and weaknesses are extremely important when piloting a curriculum development effort because a number of new formative issues may occur to participating teachers.

In an attempt to fully describe participating school districts, classrooms, and teachers, two locally developed questionnaires were developed. A short four-item questionnaire (see Appendix G) was completed by the school principal to generally describe the school. A longer 20-item questionnaire (see Appendix H) was completed by the participating teachers to describe

their backgrounds and classrooms of pupils. Selected questions from each were to be cross-matched to questions on the process and product instruments.

Two locally developed process instruments were constructed to learn more about the teachers' reactions to the awareness sessions and to the use of traffic safety kit. A four question instrument entitled Awareness Session Evaluation Form Preprimary Traffic Safety Program (see Appendix I) was administered immediately after each session to gauge its strengths and weaknesses. The Process Evaluation Instrument for Participating Teachers in the Preprimary Traffic Safety Program (see Appendix J) was delivered by the preschool teacher consultant between April 23 through May 23, 1980. The 21 questions on this instrument explored such formative issues as the following: traffic safety activities completed to date; number of classroom visits the consultant made; strengths and weaknesses in using the prescribed materials and activities; suggestions to remedy the perceived weakness, etc. The data from both instruments were gathered to answer these basic questions.

1. Were the awareness sessions implemented as designed to achieve the desired effect?
2. Were the traffic safety materials used as designed to achieve the desired effect?
3. What formative issues, if any, have occurred for participating teachers?

Procedures for Product Evaluation

A product evaluation measures the end result of a particular program. The major question here is: Did the program accomplish what it set out to accomplish?

The product evaluation was designed to gather perceptions of both teachers and parents relative to changes in observed traffic safety behaviors of their preprimary youngster. All participating teachers were given a 15-item survey entitled Product Evaluation Instrument of Participating Teachers in the Preprimary Traffic Safety Project (see Appendix K) on Monday of the last full week of school (in most districts this was the week of June 2) and requested to complete and mail it to the Department of Evaluation, Testing and Research by Friday of that week. This instrument contained the following five basic types of questions:

1. What percent of your pupils mastered each of the first 13 objectives of the project?
2. What type of effectiveness rating would you give to each activity/material used in your classroom?
3. Would you continue to use the traffic safety program next year?
4. What unexpected impacts do you believe were the result of this program?
5. What general comments, concerns, etc., could be offered to make the program better next year?

The product evaluation also explored the perceptions of participating and non-participating parents in the Saginaw Public Schools. A convenience sample of 97 parents who had their pre-kindergarten pupils enrolled in five elementary schools (Fuerbringer, Handley, Merrill Park, Stone, and Zilwaukee) which did not have a traffic safety curriculum comprised the group of non-participating parents. The experimental group of 152 parents had preschoolers enrolled in one of the five participating PTSC schools. Due to the observed socio-economic status difference between the experimental and control groups it would be expected that any observed difference would be in favor of the experimental group due the PTSC effort. A survey instrument was mailed to participating and non-participating parents on May 30, 1980. The participating parents received a 5-item survey instrument entitled Parent Questionnaire of the Preprimary Traffic Safety Project (see Appendix L), while the non-participating parents received a 4-item survey instrument entitled Non-Participating Parent Questionnaire for the Preprimary Traffic Safety Project (see Appendix M). Parents were requested to return the completed survey no later than June 6, 1980, to the Department of Evaluation, Testing and Research. The first question on both instruments asked the parents whether their preprimary child could usually do each of the first 13 project objectives. The balance of both questionnaires dealt with perceived (non-participating) or actual (participating) utility of a teacher, parent, and/or child approach to traffic safety.

PRESENTATION AND ANALYSIS OF PROCESS DATA

Process data was gathered by using four questionnaires. The first questionnaire surveyed building principals whose buildings housed a PTSC project. A total of 30 principals responded, which represented all 59 participating buildings. The answers generally describe the school and the safety supervision available. The results of this survey are presented on the following pages by question. A short narrative follows the results of each question. It should be noted that percentages were calculated on the basis of the number responding to each question.

RESULTS OF THE SURVEY OF SCHOOL PRINCIPALS IN THE PREPRIMARY TRAFFIC SAFETY PROJECT

1. How would you characterize the social background of your preprimary pupils?

#	%		
0	0.0	(1)	All from farm families
0	0.0	(2)	Mostly from farm families
0	0.0	(3)	All from professional and white-collar workers
6	20.0	(4)	Mostly from professional and white-collar workers
12	40.0	(5)	From a cross-section of white-collar and blue-collar workers
9	30.0	(6)	Mostly from factory and other blue-collar workers
3	10.0	(7)	All from factory and other blue-collar workers
30	100.0		

The responses indicate that 40% of the schools participating in the project had students from a cross-section of white- and blue-collar background. The next largest group represented by the schools was 30% of the students from factory and other blue-collar workers. Schools with pupils mostly from professional and white-collar workers represented 20% of the participating buildings. The smallest grouping of schools (10%) had students from factory and other blue-collar workers. No schools were represented that had a majority of students from: farm families, mostly farm families, or all professional and white-collar workers.

2. What percentage of the preprimary pupils in your classroom ride the bus to school?

#	%		
12	40.0	(1)	None
1	3.3	(2)	Between 0.1 and 24.9%
3	10.0	(3)	Between 25.0 and 49.9%
9	30.0	(4)	Between 50.0 and 74.9%
5	16.7	(5)	Between 75.0 and 100.0%
30	100.0		

The responses to question two indicate that 40% of the schools involved with the PTSC project had no preprimary students riding the bus to school. The remaining 60% of the schools had some percentage of their preprimary population riding a bus to school. Over two-thirds of this bus riding group (77.8%) had 50% or more of their preprimary pupils riding the bus to school.

3. Are safety patrol crossing guards available to help your pupils cross intersections?

#	%		
18	60.0	(1)	Yes
12	40.0	(2)	No
30	100.0		

Over half of the schools (60%) involved had safety patrol crossing guards.

4. Are adult school crossing guards available to help your pupils cross intersections?

#	%		
13	44.8	(1)	Yes
16	55.2	(2)	No
1	--	(3)	No Response
30	100.0		

Less than half of the schools (44.8%) had adult school crossing guards.

A second questionnaire gathered data from the 95 participating teachers. Their responses hopefully will shed light on the nature of the participating teachers and students in this pilot of safety materials. The results to this questionnaire are presented below by question with a short narrative about the findings of each question. Percentages were calculated on the basis of the number responding to each question.

RESULTS OF THE QUESTIONNAIRE OF PARTICIPATING TEACHERS
IN THE PREPRIMARY TRAFFIC SAFETY PROJECT

1. Which best describes your highest level of professional training in education?

#	%		
67	71.3	(1)	Bachelor's Degree
21	22.3	(2)	Master's Degree
3	3.2	(3)	Master's Degree + 30 Credits
0	0.0	(4)	Master's Degree + 60 Credits
0	0.0	(5)	Specialist's Degree
0	0.0	(6)	Doctor's Degree
3	3.2	(7)	Other
1	--	(8)	No Response
95	100.0		

A review of the responses to the above question reveals that most teachers had a bachelor's degree (71.3%). Approximately 25% of the teachers participating in the project held master's degrees.

2. Are you a licensed driver?

#	%		
95	100.0	(1)	Yes
0	0.0	(2)	No
95	100.0		

All 95 teachers (100%) participating in the PTSC project are licensed drivers.

3. Are you:

#	%		
94	98.9	(1)	Female
1	1.1	(2)	Male
95	100.0		

All but one of the 95 participating teachers (98.9%) are females.

4. Are you:

#	%		
1	1.1	(1)	American Indian or Alaskan Native or Native American
78	83.0	(2)	White, not of Latino or Hispanic origin
2	2.1	(3)	Latino or Hispanic
13	13.8	(4)	Black, not of Latino or Hispanic origin
0	0.0	(5)	Asian or Pacific Islander
1	--	(6)	No Response
95	100.0		

The majority of participating teachers (83.0%) were white. The next largest racial group of teachers was Black (13.8%). Hispanic and American Indian comprised the remaining groups (2.1% and 1.1% respectively).

5. Are you of bilingual-speaking background?

#	%		
4	4.3	(1)	Yes
90	95.7	(2)	No
1	--	(3)	No Response
95	100.0		

Four of the 95 teachers (4.3%) were bilingual.

6. What is your grade level assignment for the present school year?

#	%		
44	46.8	(1)	Prekindergarten
39	41.5	(2)	Kindergarten
5	5.3	(3)	Prekindergarten/Kindergarten Combination
6	6.4	(4)	Other
1	--	(5)	No Response
95	100.0		

Most teachers involved in the PTSC project had either a prekindergarten (46.8%) or a kindergarten (41.5%) class. The remaining eleven teachers had some combination of grade level assignments.

7. Do you have a ZA endorsement in Early Childhood Education?

#	%		
13	14.1	(1)	Yes
79	85.9	(2)	No
3	--	(3)	No Response
95	100.0		

Thirteen of the 95 teachers (14.1%) held a ZA endorsement in Early Childhood Education.

8. Which of the following best describes the equivalent number of school years you have taught?

#	%		
5	5.3	(1)	0.0 to 1.9 school years
13	13.8	(2)	2.0 to 4.9 school years
23	24.5	(3)	5.0 to 9.9 school years
23	24.5	(4)	10.0 to 14.9 school years
15	16.0	(5)	15.0 to 19.9 school years
8	8.5	(6)	20.0 to 24.9 school years
4	4.2	(7)	25.0 to 29.9 school years
3	3.2	(8)	30.0 or more school years
1	--	(9)	No Response
95	100.0		

An equal number of teachers (23 of 95 or 24.5%) had either 5.0 to 9.9 or 10.0 to 14.9 years of school teaching experience. Five of the 95 teachers (5.3%) had less than two years of teaching experience.

Classroom Characteristics

9. Do any of your pupils cross railroad tracks on their way to school?

#	%		
25	26.6	(1)	Yes
62	66.0	(2)	No
7	7.4	(3)	Do not know
1	--	(4)	No Response
95	100.0		

Most schools (66.0%) did not have railroad tracks which children would cross on their way to school. (As a result, most teachers probably would not use the curriculum materials related to safety at railroad crossings.)

10. Do some of your pupils walk along roads and streets that do not have sidewalks and curbs?

#	%		
45	47.4	(1)	Yes, lack both sidewalks and curbs
3	3.2	(2)	Yes, lack curbs only
3	3.2	(3)	Yes, lack sidewalks only
37	38.9	(4)	No
7	7.4	(5)	Do not know
95	100.1*		

*Rounding error.

A total of 37 of the 95 teachers (38.9%) had roads and streets with both sidewalks and curbs. (This is important because the curriculum materials emphasized the curb as an invisible stop sign and other safety practices related to sidewalks.)

11. Have your pupils participated, either last year or this year, in any program that dealt with traffic safety? This does not include the Preprimary Traffic Safety Program in which you now are participating.

#	%		
22	23.2	(1)	Yes
70	73.7	(2)	No
3	3.1	(3)	Do not know
95	100.0		

A majority of the teachers (73.7%) did not have their pupils participating in a traffic safety program either last year or this year.

12. What is the racial composition of your class?

#	%		
29	30.5	(1)	All white (1% or less minority enrollment)
24	25.3	(2)	Between 1 and 10% minority
3	3.2	(3)	More than 10% but less than half minority
8	8.4	(4)	About half minority
4	4.2	(5)	More than half but less than 90% minority
6	6.3	(6)	Between 90 and 99% minority
21	22.1	(7)	All minority enrollment (1% or less white enrollment)
95	100.0		

A racial mix of classrooms seems evident from the responses. The "all white" and "between 1 and 10% minority" categories had the greatest share of the respondents with 30.5% and 25.3% respectively.

13. Are there students in your classroom who are of bilingual-speaking background?

#	%		
34	36.2	(1)	Yes
58	61.7	(2)	No
2	2.1	(3)	Do not know
1	--	(4)	No Response
95	100.0		

Approximately one-third (36.2%) of the classrooms had one or more bilingual-speaking pupils. (Thus, the curriculum materials were piloted with both English and bilingual-speaking students.)

14. Are special education students mainstreamed into your classroom?

#	%		
47	49.5	(1)	Yes
47	49.5	(2)	No
1	1.0	(3)	Do not know
95	100.0		

Almost half of the participating classrooms (49.5%) had special education students mainstreamed into the classroom. (Subsequently PTSC materials were also piloted with students who had special education needs.)

15. Overall, how would you rate the academic ability level of your students?

#	%		
6	6.3	(1)	Excellent
40	42.1	(2)	Good
35	36.9	(3)	Average
10	10.5	(4)	Fair
4	4.2	(5)	Poor
95	100.0		

Most teachers rated their students as having either good (42.1%) or average (36.9%) academic ability levels. While the ability level ratings are somewhat higher than typical prekindergarten and kindergarten classes in the State of Michigan, the question has a high loading of social desirability. The responses allow confidence that a full range of ability levels of classrooms were included in the piloting effort.

16. Please rate the maturation level of your students.

#	%		
4	4.3	(1)	Excellent
32	34.0	(2)	Good
40	42.6	(3)	Average
13	13.8	(4)	Fair
5	5.3	(5)	Poor
1	--	(6)	No Response
95	100.0		

According to the respondents a full range of maturational levels were included in the piloting effort. Most teachers (42.6%) felt their pupils displayed average maturational levels. A larger than expected percentage of classroom teachers felt that the maturational level of their students was good (34.0%). Again, this higher than average level may be due to the social desirability loading of this question.

17. Do you have a full or part-time aide in your classroom?

#	%		
70	74.5	(1)	Yes
24	25.5	(2)	No
1	--	(3)	No Response
95	100.0		

Approximately 75% of the classroom teachers had either a full or part-time aide to help the teacher.

18. Do you have volunteers working in your classroom?

#	%		
47	50.0	(1)	Yes
47	50.0	(2)	No
1	--	(3)	No Response
95	100.0		

Half the teachers had community volunteers working in their classrooms.

19. Is your classroom housed in a:

#	%		
85	89.5	(1)	Public School
10	10.5	(2)	Non-Public School (includes private and parochial)
95	100.0		

Almost 90% of the classes in the piloting group were housed in public school buildings. Ten and one-half percent of the classrooms in the pilot were non-public.

The third process data collection instrument, entitled Awareness Session Evaluation Form, was administered after each initial daylong awareness inservice session of the PTSC project. One hundred thirty four teachers, administrators, and aides answered the four questions relating to the inservice. The results of this evaluation are presented in the following pages.

RESULTS OF THE AWARENESS SESSION EVALUATION FORM

1. The purpose of the awareness session was to familiarize you with traffic safety materials and to provide a strategy to use them in the classroom. Did the session achieve its purpose?

#	%		
134	100.0	(1)	Yes
0	0.0	(2)	No
134	100.0		

All 134 participants felt that the awareness session did provide adequate exposure to the PTSC materials and to strategies for their use in the classroom.

2. Please circle 1 (poor) to 5 (excellent) to indicate how well the presentor did the following:

	Poor 1	2	3	4	Excellent 5	
A. Provided an outline/agenda of the awareness session.					X	4.81
B. Communicated the project's purposes.					X	4.84
C. Used the filmstrip to increase understanding of developmental characteristics of young children.					X	4.66
D. Explained the parent component of the program.					X	4.75
E. Communicated the instructional activities.					X	4.86
F. Related lap card activities to supplemental materials (songs, puzzles, etc.).					X	4.86
G. Explained what each program should contain at the very least.					X	4.73
H. Provided an opportunity to ask questions.					X	4.86
I. Answered questions satisfactorily.					X	4.87
J. Used time wisely to cover important.					X	4.90

These ten elements of the inservice were rated on the five point scale from 1 (poor) to 5 (excellent). The average ratings ranged from 4.66 to 4.90. The 134 participants found the use of time during the inservice (Item J) and the ability to answer questions satisfactorily (Item I)

as the strongest points with ratings of 4.90 and 4.87 respectively. The two areas of the inservice that received the lowest ratings were use of the filmstrip to increase understanding of developmental characteristics of young children (Item C) and the explanation of what each program should contain at the very least (Item G) with ratings of 4.66 and 4.73 respectively. The comments made under the open-ended questions 3 and 4 did repeat the ratings presented above. These questions were stated as follows:

3. What is your reaction to the format of the session? What did you like? What did you dislike? and,

4. What suggestions do you have for improvement?

The comments made were positive as the ratings indicate. From the comments, most participants expressed a good to excellent understanding of the program.

The fourth and final process evaluation instrument surveyed teachers about half way through the PTSC project. Ninety of the 95 (94.7%) participating teachers responded to the 21 item survey. Each question and responses to each are presented on the following pages. Non-respondents are not included in the calculation of percentages. Open-ended responses have been categorized for reporting purposes and appear in Appendix N.

RESULTS OF THE
PROCESS EVALUATION INSTRUMENT FOR PARTICIPATING TEACHERS
IN THE PREPRIMARY TRAFFIC SAFETY PROGRAM

1. In reviewing the inservice given to train you in the use of traffic safety materials, what were its strengths?

- Colorful materials in kit that were provided for immediate use (39)
- Actual demonstration of program techniques and materials (39)
- Organization of presentation (17)
- Questions answered (10)
- Demonstration of how to make safety habits fun to learn (10)
- Concise presentation (8)
- Program outline (7)
- Traffic accident statistics (need for program) (3)
- Slide-tape presentation (3)
- Informal presentation (2)
- Parent involvement (2)
- Everything (2)
- Reinforcement of program concepts (2)
- The following comments were made by one teacher each: lunch, break time provided, and agenda

Most responding teachers (39 of 90 or 43%) offered the following as perceived strengths of the inservice: colorful materials in kit that were provided for immediate use, and actual demonstration of program techniques and materials. The next most frequently cited inservice strength was the organization of the inservice presentation (17 of 90 or 18.9%).

2. In reviewing the inservice, what were its

- None (35)
- Pace of presentation too fast (6)
- Late delivery of kit (4)
- Late start of program made it impossible to complete it entirely (4)

- The following responses were offered only once: presentation of materials; no actual demonstration of materials with kids; some difficult words for children; too much material presented in one session, much better if given in two sessions; safety program failed to cover special safety concerns, such as parking lot and bus safety; more primray grade teachers should have been involved; and, topics not clear.

The bulk of the teachers (35 of 90 or 38.8%) perceived no weakness in the inservice presentation. The weakness of the inservice pace being too fast was offered by six teachers (6.6%). In addition, a number of other perceived weaknesses were offered by lesser numbers of teachers.

3. How many times to date has the preprimary traffic safety coordinator visited your classroom this year? ("X" one)

#	%		
1	1.3	(1)	None
69	89.6	(2)	One
6	7.8	(3)	Two
1	1.3	(4)	Three
0	0.0	(5)	Four or more
13	--	(6)	No Response
90	100.0		

From the responses to question 3, it can be seen that most teachers (98.7%) received one or more visits from the safety coordinator. Time seems adequate, at this the approximate midpoint of the project, for the coordinator to see the remaining classroom teachers.

4. If you were visited by the safety consultant (if not please go to question 5), were the consultant's comments helpful? ("X" one)

#	%		
67	94.4	(1)	Yes
4	5.6	(2)	No
19	--	(3)	No Response
90	100.0		

Most teachers (94.4%) visited by the safety consultant felt the comments made during her visit were helpful. The four teachers that responded no felt that the visit should have been scheduled in advance and/or that the consultant should have spent more time with the individual teacher involved.

5. After the inservice and visits, if any, by the safety consultant, do you still have any questions about the operation of the program? ("X" one)

#	%		
4	4.8	(1)	Yes
80	95.2	(2)	No
6	--	(3)	No Response
90	100.0		

A majority of the teachers visited (95.2%) had all their questions about the operation of the program answered by the safety consultant.

6. How many minutes of classroom time do you approximately spend per week on the traffic safety program?

47 minutes per week on the average

The average teacher conducting the traffic safety program spends 47 minutes per week. The time spent per week ranged from 10 to 99 minutes with the modal time being 30 minutes and

the median time being 40 minutes. A total of 4 teachers failed to indicate any number of minutes per week.

7. How many days per week do you typically devote to traffic safety activities? ("X" one)

#	%		
3	3.5	(1)	One day per week
17	20.0	(2)	Two days per week
25	29.4	(3)	Three days per week
21	24.7	(4)	Four days per week
12	14.1	(5)	Five days per week
7	8.3	(6)	Other
5	--	(7)	No Response
90	100.0		

The majority of the teachers spend three or four days per week devoted to traffic safety activities (29.4% and 24.7% respectively). Very few teachers (3 of 85 or 3.5%) spend only one day per week.

8. Do you presently think it is possible to complete the minimum set of activities and resources outlined during the inservice? ("X" one)

#	%		
56	65.1	(1)	Yes
30	34.9	(2)	No
4	--	(3)	No Response
90	100.0		

Approximately two-thirds of the responding teachers (65.1%) feel they will complete the minimum set of activities by the end of the school year.

9. What step are you on in completing the minimum set of activities?

- Step One: Parent involvement (1)
- Step Two: Awareness of safe and unsafe activities (1)
- Step Three: Driveway safety (15)
- Step Four: Dart-out problem (6)
- Step Five: Street crossing safety (blocked view) (6)
- Step Six: Riding toy safety (8)
- Step Seven: Safety belt activities (6)
- Step Eight: Traffic sign awareness (4)
- Have not used materials in suggested order (20)

Of those teachers who are completing the materials in the suggested order, the largest grouping (15 of 51 or 29.4%) were on the fourth step of the minimum set of activities. A total of four teachers (7.8%) have completed all the minimum set of materials. A group of 19 teachers failed to answer this question.

10. Are you proceeding through the minimum set of materials in the suggested order? ("X" one)

#	%		
51	58.6	(1)	Yes
36	41.4	(2)	No
3	--	(3)	No Response
90	100.0		

If not, why did you decide to follow a different ordering?

- Cover items that either were more important to my kids or fit better into my curriculum (18)
- Limited time to complete the program because of the lateness of the training inservice (11)
- Children's attention span was to short and/or some materials to advanced for children (4)
- The following reasons were offered by one respondent each: parental involvement lacking, weather has been a problem to carry-out outdoor activities, format allows for flexibility, and needed certain materials laminated before I could use them.

If not, what is this ordering?

- Traffic signs, traffic lights, passengers (2)
- Bus unit then stranger unit (2)
- Grouped activities requiring parental involvement for later in the year (2)
- The following orderings were offered by a single respondent each: more games followed; Mr. Stop Sign, traffic corners, finger plays, songs, traffic rules, etc.; and outside activities, games, and songs to give my class some exposure to safety concepts.

A majority of the teachers (58.6%) are proceeding through the minimum set of materials in the suggested order. A sizeable minority of teachers (36 of 87 or 41.4%) did not follow the suggested order. This sizeable minority felt that either the nature of their classroom activities (18 of 36 or 50%) and/or the lateness of the start of the program (11 of 36 or 30.5%) caused them to reorder the activities. Very few of the teachers not following the suggested order (9 of 36 or 25%) gave their new ordering and even these orderings seemed to have little consensus.

11. Are you checking off activities completed on the chart provided? ("X" one)

#	%		
76	87.4	(1)	Yes
11	12.6	(2)	No
3	--	(3)	No Response
90	100.0		

If not, why?

- Forgot to use chart (5)
- Did not have time to fill-out chart (3)

Most teachers (87.4%) are checking off activities completed on the chart provided. Eight teachers explained why they did not complete the chart either because they forgot (5 teachers) or lacked enough time to complete (3 teachers).

12. Have you obtained all the promised portions of the preprimary traffic safety kit? ("X" one)

#	%		
75	86.2	(1)	Yes
12	13.8	(2)	No
3	--	(3)	No Response
90	100.0		

If not, what materials are you lacking?

- Filmstrip (4)
- Certificates (3)
- Tape of songs (2)
- Booklets (1)
- Teacher manuals (1)

Only 13.8% of the teachers are missing some promised portion of the preprimary traffic safety kit. Various items were missing, but the filmstrip was the item missed by the most teachers (4). The filmstrip is important because it is essential to the parent portion of the program which was the first required activity in the minimum steps for program completion.

13. What traffic safety needs of preprimary children are not addressed in the present kit?

- None (29)
- Bike safety (5)
- Don't know (4)
- Rural road safety (3)
- Parking lot safety (2)
- Bus safety (2)

- School safety (2)
- Home safety (2)
- The following needs were mentioned by a single teacher each: talking or going with strangers, need to talk to older brothers and sisters, and car riding children activities.

The need not addressed in the traffic safety kit mentioned by the most teachers (5 teachers) was bicycle safety. The need for rural road, bus, school, and parking lot safety activities were mentioned by more than one teacher.

14. What materials, if any, are not appropriate for your preprimary pupils?

- None (36)
- Some language, songs, poems, and/or gross motor activities are too difficult (5)
- Some activities are too simple for this time of year (4)
- Train safety materials (3)
- Bus safety (2)
- Lack safety patrol units (2)
- Walking activities not appropriate for school located in the country (2)
- The following materials were mentioned by a single teacher as being inappropriate: stranger game is too scarey, some songs and poems too long, driveway related materials, and recognizing certain signs.

The two largest categories of inappropriate types of materials were those that were too simple because of the lateness of the start of the program and too difficult because of the limited abilities of preprimary children in a particular class. From the limited number of comments, it seems for the most part that the materials are appropriate. In fact it seems they have a great range of difficult from easy to complex which to a certain extent is necessary in any set of curriculum materials.

15. Have you conducted your first parent meeting? ("X" one)

#	%		
53	60.2	(1)	Yes
35	39.8	(2)	No
2	--	(3)	No Response
90	100.0		

If yes, how many of your parents attended?

Mean = 18.3
Mode = 6

A little over half the responding teachers (53 of 88 or 60.2%) had conducted their first parent meeting. The number of parents attending the meetings ranged from none to 125 parents with the mean being approximately 19 parents and the mode being 6 parents.

16. What suggestions, if any, do you have to modify, reword, revise, etc., the present traffic safety materials? (The comments have been grouped by category.)

General

- Rewards should be provided (3)
- Bike safety activities should be provided for both pupils and parents (3)
- Pictures needed for poems, songs, and/or games (2)
- Improve driveway safety instructions and being this area first (2)
- Continue the safety curriculum into the upper grades (2)
- Employ the new walk and don't walk signs into the safety materials (1)
- Program should be started early in the school year so all materials could be used (1)
- Improve the teacher manual (1)
- More materials for large group sessions of 20 to 25 pupils (1)
- Rural related traffic safety materials need to be added (1)
- Stranger game - not fond of ten officers "Falling in the Snow" and would like to rather see oriental and American Indian officers in order to meet our ethnic needs (1)

- Orange covers on "What do you see book?" should be changed so it copies better (1)
- Some songs and games too difficult for pupils to understand (1)
- Bus safety needs to be added (1)

Organize Materials

- Color code materials in envelopes for better filing (3)
- Organize materials better (1)
- Coordinate a guide manual to materials (1)
- Print game directions on envelopes rather than separate cards (1)
- More games using the same materials (1)
- Multiple things could be included on the walk activities (1)

Song Tape

- Re-record for better clarity (1)
- Provide music sheets to songs (1)
- Provide number location where songs begin (1)

Filmstrip

- Much too fast so slow the pace down (1)
- Improve its quality (1)
- Should specify that driveways are dangerous places (1)

Parent Materials

- More parent materials to stimulate more involvement (1)
- Discontinue parent certificates (1)

A large number of suggestions on how to improve the curriculum were offered. Teachers had many ideas related to organizing the materials better and generally upgrading the entire program. In addition, suggestions were offered to upgrade the song tape, parent materials, and filmstrip. The largest frequency of any suggestion was three and occured on the following: rewards should be provided (general); bike

safety activities should be provided for both pupils and parents (general); and color code materials in envelopes for better filing.

17. Do you know the purposes related to the preprimary traffic safety program? ("X" one)

#	%		
87	100.0	(1)	Yes
0	0.0	(2)	No
3	--	(3)	No Response
90	100.0		

If yes, are these worthwhile? ("X" one)

#	%		
79	100.0	(1)	Yes
0	0.0	(2)	No
11	--	(3)	No Response
90	100.0		

All teachers responding to question 17 feel that they know the purposes related to the preprimary traffic safety program. Of these 87 teachers that responded yes about knowing the purposes, 79 teachers (90.8%) also feel they are worthwhile.

18. What anticipated outcomes of the program, if any, have you observed?

- Children more aware and/or understanding of safety (22)
- Parent participation and awareness about need for safety (18)
- Noticing signs of cars about to back out of driveway and/or cars in general (12)
- The "why" for obeying safety rules (11)
- Finger scanning (8)
- More aware of crossing streets (8)
- Students correct each other in conversations about safety (7)

- Children more aware of traffic situations (7)
- Recognization of sign shapes (6)
- Songs and concepts related to safety are remembered (5)
- Noticing curbs (4)
- Knowing what curbs mean (3)
- Role playing of safety situations (social development) (3)
- Enjoyment of safety activities (3)
- Policeman now a friend (2)
- Parents will probably not fulfill their obligations with the program (2)
- The following responses were offered only once: better thinkers while outside, safety awareness in other areas of life, walking safety, more aware of safe playing areas, creativity writing skill, reading readiness skill, gross motor skill, seat belt awareness, staff comments about observed safety practices, dart-out danger, and respect for safety patrol.

The most common anticipated outcomes were that children (22 teachers mentioned) and parents (18 teachers mentioned) showed more awareness, participation, and knowledge about safety related situations. A total of 12 teachers mentioned that children noticed signs of cars about to back out of driveways and/or cars in general as an anticipated outcome. A multitude of other benefits were also noted by lesser numbers of teachers.

19. What unanticipated outcomes of the program, if any, have you observed?

- None (10)
- Parent commenting on safety program and/or lessons, learned from child (4)
- Naming and pointing out traffic signs (3)
- Remind other children of good safety habits (3)
- More observant and verbal about safety (2)
- Role playing (2)
- Children teach a lesson by their actions (2)

- Some pupils have become backseat drivers (2)
- Safety practices carry-over to other siblings in the family (2)
- Teacher now worries more about safety related situations from exposure to program (2)
- The following responses were offered only once: triangular yield sign name tags caused children to comment; more aware of cars; children adding verses to song; reading activity improved by Mr. Stop Sign participation; children become very attached to puppets; how quick the children pick-up safety ideas; the children loved it, it's more than a lesson - it's fun; parents are impressed that we care; no parent interest; better verbal expression, and influence of cause/effect relationships; high interest material for children; finger scanning mistaken for hitch hiking sign; children displayed little knowledge about safety belts prior to instruction; police viewed as friendly traffic officers; renewed interest in what word means; remember finger scannings; people have asked about finger scanning while class takes a walk; and, more parent participation from non-participating parents.

The unanticipated outcome mentioned by most teachers was that parents made positive comments about the safety program and/or lessons about safety they had learned from their children. A multitude of other unanticipated outcomes were mentioned from the perspective of teachers.

20. Do you plan to use the traffic safety material next year? ("X" one)

#	%		
84	98.8	(1)	Yes
1	1.2	(2)	No
5	--	(3)	No Response
90	100.0		

If no, why not?

- Because I'll be working with 2 year olds (1)

Almost all responding teachers (98.8%) will be using the traffic safety materials next year. The one teacher who will not be using the materials will be working in with 2 year olds and thus be unable to use these materials because they will be too advanced.

21. What general comments, if any, about the traffic safety program do you have that might be relevant to better understand the operation of the program in your classroom?

- Excellent to good program with versatile materials (23)
- Needs to begin in September (12)
- Continuation of safety curriculum to upper grades (3)
- Hands-on program (3)
- Program needs manual (2)
- Continued inservices of PTSC
- Parent component educates parents to needs of children (2)
- Special education students have been involved in the safety program (2)
- Busing is a big safety problem (2)
- Open-ended questioning gets a lot of safety related discussion (2)
- Inservice is a definite requirement for effective program (2)
- More activities (games) and fewer songs and poems (2)
- The following responses were offered only once: well organized kit and materials; materials need tc be organized better; children learned a lot; stress more about traffic lights; make Mr. Stop Sign more sturdy for teacher and pupils; program must be used on an ongoing basis; confined to have outdoor activities to only school property; flowchart could be more clearly written; Young "5's" were also involved; little parent involvement; program should be developed to cover rural situations without curbs, sidewalks, etc.; and, plan to use next year.

The two most frequent general comments given above are the following: excellent to good program with versatile and colorful materials (23 teachers) and needs to begin in September

(12 teachers). A multitude of comments were given by a lesser number of teachers, but for the most part they are highly positive of the inservice and/or materials related to the PTSC program. These additional comments do provide fine tuning adjustments to the materials that the project supervisor should consider if materials are to be revised.

Overall, the process evaluation results showed a number of aspects of the project that should be kept in mind when reviewing the product evaluation results. First, it was evident that the pilot sample of schools and classrooms included a cross-section on variables like the following: social background, school bus ridership, safety patrol and adult school crossing guards, teacher professional variables, and general classroom characteristics. Teachers seemed to benefit from the awareness inservice session in terms of understanding on how to use the PTSC kit. Teachers were very positive about the utility, flexibility, and colorfulness of the PTSC materials. A good share of the teachers did voice the concern that the program did get off to a late start. This late start does explain why, in part, only two-thirds of the teachers believe that they will be able to complete the minimum set of resources and activities as outlined. The late start was also used as a reason why the suggested order of completing the minimum set of activities was only being followed in a little more than half of the classrooms. The parent component of the program

seems to be getting off to a late start in approximately 40% of the classrooms, since they still have not conducted the parent training session which was designed to be the first step of the program. The pilot effort seems to be off to a fair start considering the lateness of the start of the project. However, product results would have been enhanced much more if the program would have started earlier so that almost all teachers could have completed at least the minimum set of activities in the suggested order.

PRESENTATION AND ANALYSIS OF PRODUCT DATA

Product data related to the project was gathered by use of three questionnaires. Since question one dealing with the level of observed performance of children on the traffic safety objectives, was common to all three instruments it will be presented after the other results to each instrument.

The first product questionnaire surveyed participating teachers of the PTSC project. A total of 83 of the 95 participating teachers (87.4%) responded to the product evaluation instrument. The answers given to the questions describe how teachers rated their experience, materials, or set of material. The results to this survey are presented below by question (with the exception of question one mentioned above) with a short narrative about the results of each question. It should be noted that percentages were calculated on the basis of the number responding to each question.

RESULTS OF THE
PRODUCT EVALUATION INSTRUMENT OF PARTICIPATING TEACHERS
IN THE PREPRIMARY TRAFFIC SAFETY PROJECT

2. Please rate the following activities by circling the number to the right that best describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective.

		No Response		(1) Did Not Use		(2) Could Be Omitted		(3) Needs Revision		(4) Somewhat Effective		(5) Very Effective	
		#	%	#	%	#	%	#	%	#	%	#	%
1.A.	Awareness of Safe and Unsafe Activities	4	--	3	3.8	0	0.0	4	5.1	25	31.6	47	59.5
1.B.	Recall Activities	5	--	3	3.8	1	1.3	4	5.1	38	48.7	32	41.0
2.	Curb Safety	5	--	7	9.0	1	1.3	3	3.8	19	24.3	48	61.5
3.A.	Driveway Safety	4	--	7	8.9	0	0.0	8	10.1	24	30.4	40	50.6
3.B.	Recall Activities	4	--	11	13.9	0	0.0	4	5.1	37	46.8	27	34.2
4.	Identification of Traffic Sounds	7	--	19	25.0	0	0.0	6	7.9	26	34.2	25	32.9
5.A.	Safety Belt Activities	8	--	17	22.7	1	1.3	1	1.3	18	24.0	38	50.7
5.B.	Additional Safety Belt Activities	14	--	29	42.0	1	1.4	3	4.3	13	18.8	23	33.3
6.	Street Crossing Safety (Blocked View)	7	--	13	17.1	0	0.0	8	10.5	21	27.6	34	44.7
7.	Traffic Sign Awareness	2	--	2	2.4	0	0.0	2	2.4	18	22.2	59	72.8
8.	Traffic Light Awareness	2	--	7	8.6	0	0.0	2	2.4	10	12.3	62	76.5
9.	Railroad Crossing Awareness	6	--	29	37.5	0	0.0	1	1.3	12	15.6	35	45.4
10.	One-Way Street Awareness	6	--	36	46.8	0	0.0	9	11.7	13	16.9	19	24.7
11.	Dart-Out Problem	6	--	8	10.4	0	0.0	8	10.4	22	28.6	39	50.6
12.	Riding Toy Safety At Home	8	--	25	33.3	2	2.7	1	1.3	23	30.7	24	32.0
13.	Police Officer Visit to Classroom	10	--	37	50.7	0	0.0	2	2.7	8	11.0	26	35.6
14.	Safety Patrol Visit to Classroom	12	--	58	81.7	0	0.0	1	1.4	4	5.6	8	11.3
15.	School Bus Unit (Optional)	10	--	50	68.5	1	1.4	2	2.7	9	12.3	11	15.1

The two activities for question 2 above rated "very effective" by the largest percentage of teachers were traffic light awareness (76.5%) and traffic sign awareness (72.8%) activities. The two activities not used by the largest percentage of teachers were safety patrol visit to classroom (81.7%) and school bus unit (68.5%). Both of these highest "not used" activities were optional because a district could lack both school buses and safety patrols. The one activity rated in need of revision by the largest percentage of teachers was the one-way street awareness activity (11.7%). The next three activities with similar percentages of requests for revisions were street crossing safety (10.5%), dart-out problem (10.4%), and driveway safety (10.1%) activities.

3. Please rate the following gross motor activities by circling the number to the right that best describes their utility with your preprimary pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective.

		No Response		(1) Did Not Use		(2) Could Be Omitted		(3) Needs Revision		(4) Somewhat Effective		(5) Very Effective	
		#	%	#	%	#	%	#	%	#	%	#	%
A.	Red, Yellow, Green	5	--	14	17.9	0	0.0	1	1.3	11	14.1	52	66.7
B.	Red Light-Stop, Green Light-Go	2	--	15	18.5	0	0.0	1	1.2	10	12.3	55	67.9
C.	Slow, Stop, Go	6	--	26	33.8	0	0.0	1	1.3	17	22.1	33	42.8
D.	Don't Go Near the Corner	6	--	40	51.9	0	0.0	3	3.9	10	13.0	24	31.2
E.	Traffic Relay Race	3	--	53	66.2	0	0.0	3	3.8	5	62.3	19	23.8
F.	Stay in Your Own Yard	2	--	21	25.9	0	0.0	1	1.2	21	25.9	38	46.9
G.	Children, Children, Come and Play	6	--	40	51.9	0	0.0	3	3.9	13	16.9	21	27.3
H.	Relay Race	7	--	45	59.2	0	0.0	1	1.3	8	10.5	22	28.9
I.	Hop, Skip, Jump	6	--	43	55.8	0	0.0	2	2.5	10	13.0	22	28.6
J.	Jump Over Red, Step on Yellow	7	--	42	55.3	0	0.0	1	1.3	10	13.2	23	30.3
K.	Circle Around	7	--	39	51.3	0	0.0	0	0.0	10	13.2	27	35.5

A review of the percentage ratings for question three dealing with gross motor activities reveals that some activities were not used by as many as 53 to as little as 14 teachers. This usage level variation does lower the maximum size of the effectiveness percentages and thus the results should be reviewed with some caution. Of the four gross motor activties not used by less than 27 teachers, red, yellow, green and red light-stop, green light-go, were rated very effective by 66.7% and 67.9% of the teachers respectively. All the gross motor activities showed very few if any teachers calling for revisions (ranging from 0 to 3 teachers).

4. Please rate the following songs by circling the number to the right that best describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective.

		No Response		(1) Did Not Use		(2) Could Be Omitted		(3) Needs Revision		(4) Somewhat Effective		(5) Very Effective	
		#	%	#	%	#	%	#	%	#	%	#	%
A.	What Are You Holding?	8	--	29	38.7	0	0.0	2	2.7	13	17.3	31	41.3
B.	Where is Stop Sign?	4	--	11	13.9	0	0.0	0	0.0	13	16.4	55	69.6
C.	So Safely in the Morning	2	--	19	23.4	1	1.2	1	1.2	14	17.3	46	56.8
D.	What is Your Sign?	5	--	31	39.7	1	1.3	2	2.6	14	18.0	30	38.5
E.	Watch Out for the Traffic Lights	3	--	34	42.5	0	0.0	2	2.5	12	15.0	32	40.0
F.	Safety Signs	5	--	33	42.3	0	0.0	0	0.0	11	14.1	34	43.6
G.	10 Police Officers (10 little jingle bells)	3	--	31	38.8	1	1.2	3	3.8	13	16.2	32	40.0
H.	Ten Police Officers (10 little Indians)	5	--	22	28.2	0	0.0	3	3.8	12	15.4	41	52.6
I.	The Car in the Driveway	5	--	23	29.5	0	0.0	3	3.8	12	15.4	40	51.3
J.	Safety Outdoors	6	--	23	29.9	1	1.3	3	3.9	17	22.1	33	42.8

A review of the responses to question 4 above reveals the songs of "Where is Stop Sign?" and "So Safely in the Morning" received the highest very effective ratings by 69.6% and 56.8% of the teachers respectively.

5. Please rate the following finger plays and poems by circling the number to the right that best describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective.

	No Response		(1) Did Not Use		(2) Could Be Omitted		(3) Needs Revision		(4) Somewhat Effective		(5) Very Effective	
	#	%	#	%	#	%	#	%	#	%	#	%
A. Five Little Children	9	--	34	45.9	1	1.3	1	1.3	10	13.5	28	37.8
B. My Yard	7	--	21	27.6	0	0.0	4	5.3	22	28.9	29	38.2
C. Hello, Bill	9	--	27	36.5	1	1.4	1	1.4	20	27.0	25	33.8
D. 6 Safety Patrols	8	--	43	57.3	1	1.3	0	0.0	14	18.7	17	22.7
E. 5 Safety Patrols	9	--	42	56.8	1	1.4	0	0.0	14	18.9	17	23.0
F. I Can Draw	8	--	52	69.3	0	0.0	0	0.0	9	12.0	14	18.7
G. If I Were	10	--	45	61.6	0	0.0	0	0.0	11	15.1	17	23.3
H. Safety Colors	10	--	29	39.7	0	0.0	0	0.0	12	16.4	32	43.8
I. Strangers	9	--	34	45.9	0	0.0	3	4.1	13	17.6	24	32.4
J. I Am A Walker	9	--	26	35.1	1	1.4	2	2.7	17	23.0	28	37.8
K. I'm Going for a Walk	8	--	28	37.3	0	0.0	1	1.3	9	12.0	37	49.3

A great variation in usage by teacher report can be seen in piloting finger plays and poems with between 27.6% to 69.3% not using certain items. Caution should be employed when reviewing the effectiveness categories. Even so, the highest very effective rated song was "I'm Going for a Walk". (49.3%). A total of 5.3% of the teachers thought that the song "My Yard" could be revised.

6. Please rate the following Mr. Stop Sign questions by circling the number to the right that <u>best</u> describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective.

	No Response		(1) Did Not Use		(2) Could Be Omitted		(3) Needs Revision		(4) Somewhat Effective		(5) Very Effective	
	#	%	#	%	#	%	#	%	#	%	#	%
A. Ten Four Line Rhyme Activities	6	--	23	29.9	3	3.9	1	1.3	21	27.3	29	37.7
B. Discussion	9	--	11	14.9	1	1.4	2	2.7	22	29.7	38	51.4
C. Developing Vocabulary	8	--	17	22.7	0	0.0	0	0.0	25	33.3	33	44.0
D. Eliciting Feelings	8	--	24	32.0	0	0.0	3	4.0	21	28.0	27	36.0
E. Eliciting Sensory Words	8	--	24	32.0	0	0.0	3	4.0	24	32.0	24	32.0
F. Requiring Reasoning	9	--	19	25.7	0	0.0	1	1.4	26	35.1	28	37.8
G. Eliciting Judgments	8	--	21	28.0	0	0.0	2	2.7	22	29.3	30	40.0

The Mr. Stop Sign questions that received the two highest very effective percentage ratings are Discussion (51.4%) and Developing Vocabulary (44.0%). The level of non-usage of the seven Mr. Stop Sign questions ranged from 14.9% to 32.0%.

7. Please rate the following table games and additional activities by circling the number to the right that best describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective.

		No Response		(1) Did Not Use		(2) Could Be Omitted		(3) Needs Revision		(4) Somewhat Effective		(5) Very Effective	
		#	%	#	%	#	%	#	%	#	%	#	%
A.	Puzzles	2	--	27	33.3	0	0.0	3	3.7	18	22.2	33	40.7
B.	Let's Go Fishing	2	--	35	43.2	0	0.0	2	2.5	9	11.1	35	43.2
C.	Invisible Circle Game	5	--	14	17.9	1	1.3	2	2.6	16	20.5	45	57.7
D.	Find the One that is Different	5	--	16	20.5	0	0.0	2	2.6	10	12.8	50	64.1
E.	Traffic Sign Game	3	--	21	26.2	0	0.0	1	1.2	11	13.8	47	58.8
F.	Largest to Smallest	5	--	19	24.4	0	0.0	1	1.3	12	15.4	46	59.0
G.	Riddle Game	6	--	43	55.8	0	0.0	1	1.3	11	14.3	22	28.6
H.	Flannelboard Game	2	--	48	59.3	0	0.0	0	0.0	11	13.6	22	27.2
I.	Review Safety Concepts	7	--	34	44.7	0	0.0	1	1.3	12	15.8	29	38.2
J.	Teach Directional Words with Signs	3	--	38	47.5	0	0.0	1	1.2	11	13.8	30	37.5

The three highest very effective ratings from responding teachers went to the following table games/additional activities: Find the One that is Different (64.1%), Largest to Smallest (59.0%), and Traffic Sign Game (58.8%). Non-usage of the materials did range widely from 17.9% for the Invisible Circle Game to 59.3% for the Flannelboard Game.

8. Please rate the following booklets for children by circling the number to the right that best describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective.

	No Response		(1) Did Not Use		(2) Could Be Omitted		(3) Needs Revision		(4) Somewhat Effective		(5) Very Effective	
	#	%	#	%	#	%	#	%	#	%	#	%
A. The Important Safety Book	5	--	33	42.3	1	1.3	0	0.0	12	15.4	32	41.0
B. What Do You See?	6	--	33	42.8	2	2.6	0	0.0	12	15.6	30	39.0

An equally large percentage of teachers did not use The Important Safety Book and What Do You See? (42.3% and 42.8% respectively). However, an equally large number of the users of The Important Safety Book (32 of 44 or 72.7%) and What Do You See? (30 of 42 or 71.4%) thought both booklets were very effective.

9. Please rate the following bulletin board ideas by circling the number to the right that best describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective.

	No Response		(1) Did Not Use		(2) Could Be Omitted		(3) Needs Revision		(4) Somewhat Effective		(5) Very Effective	
	#	%	#	%	#	%	#	%	#	%	#	%
A. Safety Tree Bulletin Board	5	--	56	71.8	0	0.0	0	0.0	10	12.8	12	15.4
B. Mr. Stop Sign Bulletin Board	3	--	44	55.0	0	0.0	0	0.0	11	13.8	25	31.2

Neither bulletin board idea was used extensively by responding PTSC teachers. A total of 71.8% of the teachers did not use the Safety Bulletin Board and 55.0% did not use the Mr. Stop Sign Bulletin Board. Of the two bulletin boards, the Mr. Stop Sign idea received the higher very effective rating (31.2%).

10. Please rate the following parent component materials by circling the number to the right that best describes how each applies to your parents. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective.

	No Response		(1) Did Not Use		(2) Could Be Omitted		(3) Needs Revision		(4) Somewhat Effective		(5) Very Effective	
	#	%	#	%	#	%	#	%	#	%	#	%
A. Filmstrip	3	--	31	38.8	0	0.0	6	7.5	9	11.2	34	42.5
B. Parent Safety Booklet	5	--	27	34.6	1	1.3	2	2.6	14	17.9	34	43.6
C. Parent Checklist	4	--	30	38.0	1	1.3	2	2.5	19	24.1	27	34.2
D. Parent Certificate	4	--	38	48.1	3	3.8	4	5.1	13	16.4	21	26.6

The parent safety booklet received the largest percentage of very effective ratings (43.6%) from responding teachers of any of the four materials. The parent certificate received the smallest percentage of very effective ratings (26.6%). The filmstrip received the largest percent nomination for needing further revision (7.5%).

11. Please rate the level of parent participation in the traffic safety program by circling the number below which best describes the participation.

#	%	
44	68.8	1 = Weak (at least 1/3 of the parents participated)
15	23.4	2 = Moderate (at least 2/3 of the parents participated)
5	7.8	3 = Strong (more than 2/3 of the parents participated)
64	100.0	

Parent participation is described as weak by the majority of the responding teachers (68.8%). If an average rating of the respondents is calculated, then a 1.4 rating results, which is about half-way between being weak and moderate.

12. Please rate the parent component of the traffic safety program by circling the number below which best describes its importance.

#	%	
0	0.0	1 = Not important
7	10.2	2 = Somewhat important
19	27.5	3 = Important
43	62 3	4 = Extremely important
69	100.0	

The importance of the parent component to the success of the PTSC program is described as extremely important by most

responding teachers (62.3%). If an average rating of respondents is calculated, then a 3.5 rating results which is half betwen being important and extremely important.

13. After your experience with the traffic safety program, will you continue to use the program next year? (Circle your answer.)

#	%		
80	97.6	(1)	Yes
2	2.4	(2)	No
1	--	(3)	No Response
83	100.0		

If no, why not?

- I'll be teaching 2 year olds (1)
- I will not be teaching kindergarten next year (1)

Almost all of the responding teachers (97.6%) plan to continue the PTSC program next year. Both teachers not using the curriculum will not be teaching this age level of child next year.

14. What unexpected impacts do you believe were the result of this program? Please explain.

- Making children more aware of safety (20)
- Making parents more aware of safety rules and limitations of children (12)
- Increased language and other cognitive skills (12)
- Making children more aware of car/bus safety (6)
- Role playing (5)
- Making children more aware of colors and signs (4)
- Explaining safety rules to others either younger or older (4)
- Children played many safety games and sang many safety songs on their own (4)
- Children learned to read (or read readiness) (2)
- Good public relations fostered (2)
- The following responses were offered only once: children recognize policeman as friend, finger scanning did not carry-over into home environment, adaptable to all learning experiences, learning

safety related skills can be fun, parents came to teacher so he/she could discipline children who broke safety rules, greater carry-over to unstructured situations than first anticipated, parents failed to respond positive, and increased teacher safety awareness.

The three largest unexpected impacts given by responding PTSC teachers are the following: making children more aware of safety generally (20), making parents more aware of safety rules and limitations of children (12), and increased language and other cognitive skills (12). A large number of unexpected impacts made by a lesser number of teachers are also reported above.

15. What general comments, concerns, etc., could be offered to make the program better next year, when it is offered to additional schools?

- Start at the beginning of the school year with the kit and inservice (29)
- Revision of some terminology hard for children, e.g., poems shortened (5)
- More parent inservices on safety (3)
- Maintain or improve quality of kit materials next year in terms of durability (2)
- Slow down tape accompanying filmstrip such that parents can comprehend it better (2)
- The following responses were offered only once: ask for parental feedback, provide a variety of ethnic officiers, improve poems by having visual aids, more on bike safety, some type of review to check retention of materials might be helpful, materials could be organized better, more on bus safety, use more true life models in outdoor activities, the subject of driveway safety should be elaborated, should be a certificate for children, and total school involvement in the safety program.

The general comment with the largest consensus of teachers (29) is that when the program is offered next year its introduction is made at the beginning of the school year rather than at

the near end of the school year. This will enable teachers more time and opportunities to use the safety materials.

The second product questionnaire surveyed participating parents in the Saginaw Public Schools. A total of 41 of 152 participating parents (27.0%) responded to the 5-item product evaluation instrument. A phone call request for the return of the completed instrument from all non-responding parents was undertaken with an offer to send another instrument when the number returned was approximately 29. Response by respondents after this attempt was substantially the same to those received prior to that point and no subsequent effort was undertaken afterwards due to cost restraints. Product evaluation instruments were accepted until July 15, 1980. The results of question one (perceived ability level on 13 project objectives dealing with safety related child behavior) will be presented later in the report as explained earlier. The other four questions on the survey dealt with the actual utility of the PTSC materials and approach. The results to this questionnaire are presented below by question with a short narrative about the results of each question. It should be noted that percentages were calculated on the basis of number responding to each question.

RESULTS OF THE PARENT QUESTIONNAIRE OF THE PREPRIMARY TRAFFIC SAFETY PROJECT: PARTICIPANTS

2. During the first parent meeting concerning the traffic safety program, you were given a checklist for you and your child to complete. Did the checklist of traffic situations help you and your child explore the proper safety behavior in each situation? (Circle your answer.)

#	%		
28	90.3	(1)	Yes
3	9.7	(2)	No
10	--	(3)	No Response
41	100.0		

If no, please explain:

- Didn't remember the checklist (1)
- Because I wasn't at the meeting, because I didn't know when the meeting was held (1)
- Child does not fully understand about cars and safety (1)

Almost all of the participating parents responding (90.3%) found the checklist helpful in exploring the proper traffic safety behavior in each situation. Of three parents that responded "no" only one stated that it did not help her child to understand more about safety.

3. How helpful was the filmstrip in helping you understand your child in traffic situations? (Circle your answer.)

#	%		
13	38.2	A.	Did not see the filmstrip or cannot remember
0	0.0	B.	Not helpful
4	11.8	C.	Helpful
17	50.0	D.	Very helpful
7	--	E.	No Response
41	100.0		

Of the 21 of 41 parents (61.8%) who could remember the filmstrip, all these parents found it either helpful (4 parents) or very helpful (17 parents).

4. How helpful was the parent booklet in helping you understand your child in traffic situations? (Circle your answer.)

#	%		
8	22.8	A.	Did not receive a booklet or cannot remember
1	2.8	B.	Not helpful
7	20.0	C.	Helpful
19	54.3	D.	Very helpful
6	--	E.	No Response
41	99.9*		

*Does not equal 100% due to rounding error.

Of the 27 of 41 parents (77.1%) who could remember the parent booklet, only one parent found it not helpful. Of those who could remember, the parent booklet, the bulk of them (19 of 27 or 70.4%) found it very helpful and an additional large minority (7 of 27 or 29.9%) found it helpful.

5. Would you recommend this program to any of your friends with youngsters? (Circle your answer.)

#	%		
35	100.0	(1)	Yes
0	0.0	(2)	No
6	--	(3)	No Response
41	100.0		

All responding participating parents (100.0%) would recommend this program to any of their friends with youngsters.

The final product questionnaire surveyed non-participating parents in the Saginaw Public Schools. A total of 52 of 97 non-participating parents (53.6%) responded to the 4-item product evaluation instrument. No phone calling effort to obtain additional completed questionnaires was undertaken due to the good return rate of 53.6% compared to the experimental group of parents of 27.0% and cost-time constraints. Product evaluation instruments were accepted until July 15, 1980. The results of question one (perceived ability level on 13 project objectives dealing with safety related child behaviors) will be presented later in this report as explained earlier. The other three questions dealt with the anticipated utility of the PTSC program over the 13 objectives rated initially. The results to this question are presented below by question with a short narrative about the results of each question. It should be noted that percentages were calculated on the basis of number responding to each question.

THE RESULTS OF THE NON-PARTICIPATING PARENT QUESTIONNAIRE FOR THE PREPRIMARY TRAFFIC SAFETY PROJECT

2. Do you think that your youngster would benefit from a school program designed to meet the goals listed in question 1? (Circle your answer.)

#	%		
47	95.9	(1)	Yes
2	4.1	(2)	No
3	--	(3)	No Response
52	100.0		

If no, please explain:

- Safetyville was the only safety program our child needed (1)
- I feel the school is already doing enough concerning traffic safety. Combined with parents teaching their child on this subject is enough (1)

Almost all the responding non-participating (control group) parents (95.9%) felt their youngsters would benefit from a school program designed to meet goals of the Preprimary Traffic Safety Curriculum.

3. Do you feel that you will be willing to participate in helping your child learn more about traffic safety? (Circle your answer.)

#	%		
47	92.2	(1)	Yes
4	7.8	(2)	No
1	--	(3)	No Response
52	100.0		

Again almost all the parents (92.2%) were willing to participate in helping their children learn more about traffic safety.

4. Which of the following statements best describes the nature of young children in traffic situations? (Circle your answer.)

#	%		
4	8.5	A.	Young children are just like small adults in traffic situations.
18	32.3	B.	Young children have only moderate differences from adults in traffic situations.
25	53.2	C.	Young children have major differences from adults in traffic situations.
5	--	D.	No Response
52	100.0		

A little over half of the control parents responding (53.2%) appear to realize what current research of young children in traffic situations has found, which is that young children have major emotional, cognitive, and psychomotor differences in their ability to react like adults in traffic situations. About one-third of the responding non-participating parents (32.3%) believe that young children have only moderate differences from adults in traffic situations. The remaining 8.5% of the control parents feel that young children are just like small adults in traffic situations.

The remaining aspect of the product evaluation dealt with determining whether the behavior of participating Saginaw Public School children differed on the 13 PTSC objective areas as compared to a sample of non-participating Saginaw Public School children. The first question on both parent survey instruments was common and dealt with whether their preprimary child could usually do each of the first 13 project objectives (see Appendix L & M for the exact wording of this "yes" or "no" question). In addition, participating teachers statewide were asked what percent of their pupils could perform each of the first 13 project objectives (see Appendix K for exact wording of this multiple choice type question). Table 2 below presents the percentage of children who can perform each of the 13 objectives by the report of all participating teachers statewide, Saginaw participating teachers, participating Saginaw parents, and non-participating Saginaw parents.

TABLE 2. COMPARISON OF THE PERCENT PUPILS WHO CAN PERFORM EACH OF THE THIRTEEN TRAFFIC SAFETY OBJECTIVES ACCORDING TO RESPONSES OF ALL PARTICIPATING TEACHERS, SAGINAW PARTICIPATING TEACHERS, PARTICIPATING SAGINAW PARENTS, AND NON-PARTICIPATING SAGINAW PARENTS

TRAFFIC SAFETY OBJECTIVES	All Teachers		Saginaw Teachers		Participating Saginaw Parents			Non-Participating Saginaw Parents		
	#	Average Percent	#	Average Percent	#	# Yes	% Yes	#	# Yes	% Yes
Does your child cross the street only at a safe location?	67	72.2	3	80.0	35	31	88.6	51	36	70.6
Does your child cross the street only with an adult?	56	46.2	3	53.3	36	12	33.3	52	17	32.7
Does your child demonstrate where and how to walk when near the street?	60	69.0	3	86.6	36	33	91.7	50	44	88.0
Does your child demonstrate that the curb is an invisible stop sign?	53	71.9	3	73.3	36	30	83.3	52	44	84.6
Does your child listen for approaching cars?	67	62.2	3	63.3	36	35	97.2	50	39	78.0
Does your child watch for cars by looking all ways and by finger scanning before crossing the street?	57	78.8	3	76.6	35	33	94.3	51	30	58.8
Does your child recognize vehicles backing up in driveways?	57	71.0	3	60.0	36	34	94.4	50	44	88.0
Does your child wait if a driver is in the car in the driveway until the driver either removes the car or gets out of the car?	59	64.4	3	63.3	35	31	88.6	50	43	86.0
Does your child follow car safety rules as a passenger? (Buckles up seat belt.)	55	66.4	2	55.0	36	22	61.1	50	14	28.0
Does your child demonstrate a knowledge of strangers and how to avoid them?	53	74.9	4	70.0	36	33	91.7	51	42	82.4
Does your child demonstrate a knowledge of the proper use of tricycles and other riding toys out of doors?	49	67.9	3	76.6	36	33	91.7	51	48	94.1
Does your child recognize the common traffic signs? (stop, school, pedestrian, one-way, and railroad signs)	55	70.7	4	87.5	36	33	91.7	50	35	70.0
Does your child recognize hazardous situations?	66	65.0	4	77.5	33	26	78.8	44	32	72.7

In Table 2 above, the responses of Saginaw teachers exceeded by more than 15% all teachers' perceptions of pupil performance on two objectives--Demonstrate where and how to walk near the street (Saginaw teachers in excess of all teachers by 17.6%) and Recognize the common traffic signs (Saginaw teachers in excess of all teachers by 16.8%). Saginaw teachers were more than 10% lower than all teachers in their report of pupil performance on two objectives--Recognize vehicles backing up in driveways (-11.0%) and Follow car safety rules as a passenger by buckling up seat belt (-11.4%). Both statewide and Saginaw teachers who participated in the PTSC project perceived that the objective relating to crossing the street only with an adult was the poorest area of student performance with average percent mastering of 46.2% and 53.3% respectively. All teachers felt that the greatest percentage of students (78.8%) could perform the objective relating to using finger scanning to look both ways before crossing the street. Saginaw teachers felt that the greatest percentage of pupils (87.5%) could perform the objective relating to recognizing the common traffic signs.

Concentrating on Saginaw teacher and parent comparisons in Table 2 above, it appears that Saginaw teachers rate a smaller percentage of students as able to perform the safety objectives than parents. This trend is particularly pronounced for Saginaw teachers compared to participating parents. When Saginaw participating and non-participating

parents are contrasted in terms of what their children can do in relationship to the traffic safety objectives, four objectives seem to be particularly positive in terms of participating pupils. These objectives and the percentages of students who can perform, for participating and non-participating parents respectively, and the resulting differences are as follows: Listens for approaching cars (97.2 - 78.0 = 19.2%); Watches for cars by looking all ways and by finger scanning before crossing the street (94.3 - 58.8 = 35.5%); Follows car safety rules as a passenger by buckling up seat belt (61.1 - 28.0 = 33.1%); Recognizes the common traffic signs (91.7 - 70.0 = 21.7%).

To determine the statistical significance of the difference of the four comparisons mentioned above,[++] the data were rearranged into a two by two cell configuration for a chi-square test of independence of observed yes and no cell frequencies. The Yates correction was applied to the chi-square when any cell frequency fell below five observations. The charts below present the observed cell frequency for participating and non-participating parents for each of the four yes/no questions.

[++]These comparisons were chosen for two reasons, 1) they appeared to be the most meaningful, and 2) submitting all possible combinations to statistical examination would have increased the overall alpha to ludicrous proportions.

Question	Cell Frequencies			Chi-Square Value
Does your child listen for approaching cars?	Parents	Yes	No	$x^2 = 4.939$*+
	Participating	35	1	
	Non-participating	39	11	
Does your child watch cars by looking all ways and by finger scanning before crossing the street?	Parents	Yes	No	$x^2 = 11.574$**+
	Participating	33	2	
	Non-participating	30	21	
Does your child follow car safety rules as a passenger? (Buckles up seat belt)	Parents	Yes	No	$x^2 = 9.428$**
	Participating	22	14	
	Non-participating	14	36	
Does your child recognize the common traffic signs?	Parents	Yes	No	$x^2 = 4.700$*+
	Participating	33	3	
	Non-participating	35	15	

*Significant at .05
**Significant at .01
+Yates correction applied

An analysis of the above chart reveals that a greater proportion of children of participating parents can perform these four tasks than children of non-participating parents at the .05 level of significance. The difference on the objective referring to the use of car seat belts is the most significant at .01 or the differences observed are the least likely to be due to chance of the four comparisons.

SUMMARY

This was the second year of operation of the Preprimary Traffic Safety Curriculum (PTSC) Demonstration Project. During

this second year the project field-tested PTSC materials in 95 prekindergarten and kindergarten classrooms across the state of Michigan.

The PTSC project had two general goals tied to fourteen behavioral pupil objectives. The first goal was to develop appropriate safety habits and attitudes in children. The companion goal was to establish cooperation between home and school so that teachers and parents can work together for safety of young children.

Participating school districts were volunteers but every attempt was made to include a representative number of all the five major community types in the state. Thirteen day-long awareness sessions were conducted to distribute materials and review their use. The preschool teacher consultant conducted the inservice and monitored the project's operation by making at least one visit to each classroom site.

Both process and product evaluation efforts were conducted. Process evaluation results from questionnaires of both awareness session participants and mid-year monitoring of participants revealed a number of strengths and weaknesses. The major strengths noted by teachers were the following: pleased with the teacher-ready materials, understood the PTSC materials; most teachers were spending on the average 30 to 40 minutes per week using PTSC materials; almost all participants had all the key elements of the kit; few unmet safety needs

were noted by teachers; materials seemed to have an ability range large enough to interest slow, average, and advanced pupils; and all teachers understood the purposes of the PTSC project and plan to use the materials next year if they teach preprimary pupils.

The major weaknesses noted by teachers were the following: approximately 40% failed to follow the suggested ordering of activities; approximately 35% felt it was impossible to complete the minimum set of activities by the end of the year and approximately 40% had not conducted their first parent meeting (at the time of the process evaluation).

The product evaluation provided a great deal of data. The final product questionnaire to teachers reviewed over 70 items of the curriculum in terms of use and effectiveness and should provide the basic data for decisions, such as, whether certain items should be revised and if costs prove too great for the kits what materials should be cut from the curriculum.

In addition, the product data highlighted the following perceived strengths: almost all teachers (90.0%) either described the PTSC project's parent component as important or extremely important; all preprimary teachers next year plan to continue using PTSC materials; almost all parents in Saginaw (93.8%) feel children would benefit from PTSC project; all participating parents in Saginaw would recommend this program to any of their friends with preprimary youngsters; and

it appears that approximately 40% of the non-participating parents in Saginaw do not comprehend the gross differences between adults and preprimary aged children (which indicates the existence of a need at least this large in other communities). The product evaluation results also pointed out the following weaknesses: a majority of the teachers (68.8%) rated parent participation as weak, the most common general suggestion (offered by 29 teachers) was to start the program earlier, and the parent filmstrip could be better done according to teachers and parents. Bear in mind the "begin earlier" suggestion is not an inherent weakness of the program but an artifact of the piloting experience only.

The product outcome data of pupil progress was gathered from both parents and teachers on the perceived ability levels of their children in terms of the 13 project objectives. Saginaw teachers tended to rate children's ability somewhat less than the parents of the children on most objectives by approximately 10%.

The real test of program impact was between the perceived ability levels of participating and non-participating Saginaw parents. However, the return rate of both participating and non-participating parents was less than ideal being 27.0% and 53.6% respectively and should be taken into consideration in interpretating any results. On the basis of data received, the participating pupil performance significantly exceeded non-participating pupil performance on the following

objectives: Listens for approaching cars, Watches for cars by looking all ways and by finger scanning before crossing the street, Follows car safety rules as a passenger by buckling up seat belt, and Recognizes the common traffic signs.

CONCLUSIONS

This year's piloting effort of PTSC materials seemed well received by parents, teachers, and students. The late start of the project did hamper a complete testing of all the materials, however, all materials did receive some use and were submitted to possible critical comment by those using them. A number of curriculum materials such as the filmstrip and song tape were pinpointed by some teachers for revision. Certain safety concepts such as the curb as the invisible stop sign and bike safety need to be modified or enlarged on to meet the safety needs of rural preprimary youngsters. Overall adequate and comprehensive materials seemed to be provided for traffic safety needs of preprimary youngsters for school use.

The parent component of the preprimary traffic safety program was seen as essential by teachers but the majority of the teachers rated it moderate to weak in terms of participation. In addition, a substantial minority of teachers (39.8%) conducted it late which might, in part, explain why active parent participation never became the norm. Likewise, parent education does take some guidance and support beyond what the

preschool teacher consultant could adequately provide by the single awareness session and visit.

Parent rated student performance did indicate the PTSC project was effective on at least four of the 13 traffic safety behaviors when Saginaw experimental and control pupils were compared. This was especially true for the ability of children who participated in the project to buckle up their seat belts while a passenger in a car. This is especially significant because many adults, much less children, fail to use safety belts, but research has shown that their use does reduce the possibility of injury in the event of an accident. Preprimary children are especially vulnerable in car accidents when compared to adults, due to the ratio of weight in the head compared to body which makes them much more likely to be thrown forward in the case of an accident.

The PTSC program may have proven more successful in terms of objective mastery if the curriculum could have been used earlier in the school year. This would have given the bulk of teachers (especially those in Saginaw) an opportunity to complete the minimum set of materials. Since this was not the case, the present set of data only represents a partial attempt to apply the curriculum and may well be only a partial statement of the limits of its success in changing behaviors of preprimary pupils.

RECOMMENDATIONS

These recommendations are offered in an attempt to improve the operation of the PTSC project. The project leadership should consider these points in future planning.

1. Provide PTSC awareness sessions and materials at the outset of the school year when safety related issues for preprimary pupils seem critical. It is necessary to get materials printed and packaged so they will be ready for the beginning of the academic area.

2. Review the use/effectiveness data found in the teacher product evaluation instrument in terms of insights into what particular materials need further revision. This seems particularly warranted if the PTSC project intends to be conducted on a state or national basis.

3. Check into the possibility of providing further guidance and support for the parenting component of the program. The preschool teacher consultant or parent education coordinators at the school district and/or intermediate school district level should be employed, if possible, to improve the operation of the PTSC's parent component.

4. If possible, conduct further studies into the effectiveness of the project. The complete set of PTSC activities needs to be tested rather than a sample of them.

APPENDICES

TRAFFIC SAFETY EDUCATION FOR YOUNG CHILDREN

CHART OF ACTIVITIES COMPLETED

Filmstrip ☐ _____

Parent Safety Booklet - number distributed ☐

Parent Checklist - number distributed ☐

Parent Certificate - number distributed ☐

ACTIVITIES	1a	1b	2	3a	3b	4a	4b	4c	5a	5b	6	7	8	9	10	11	12	13	14	15
Activity																				
Creative Writing																				
Role Playing																				
Inferring Causes																				
Anticipating																				

GROSS MOTOR ACTIVITIES

Red, Yellow, Green ☐ Red Light-Stop, Green Light-Go ☐ Slow, Stop, Go ☐

Don't Go Near the Corner ☐ Traffic Relay Race ☐ Stay in Your Own Yard ☐

Children, Children, Come and Play ☐ Relay Race ☐ Hop, Skip, Jump ☐

Jump Over Red, Step on Yellow ☐ Circle Around ☐

SONGS

What Are You Holding ☐ Where Is Stop Sign ☐

So Safely In The Morning ☐ What Is Your Sign? ☐

Watch Out For the Traffic Lights ☐ Safety Signs ☐

10 Police Officers ☐ Ten Police Officers ☐

The Car In The Driveway ☐ Safety Outdoors ☐

FINGERPLAYS AND POEMS

Five Little Children ☐ My Yard ☐ Hello, Bill ☐

6 Safety Patrols ☐ 5 Safety Patrols ☐ I Can Draw ☐

If I Were ☐ Safety Colors ☐ Strangers ☐ I Am A Walker ☐

I'm Going For A Walk ☐

MR. STOP SIGN ACTIVITIES 1 2 3 4 5 6 7 8 9 10 ☐☐☐☐☐☐☐☐☐☐

MR. STOP SIGN QUESTIONS FOR: Discussion ☐
Developing Vocabulary ☐ Eliciting Feelings ☐
Eliciting Sensory Words ☐ Requiring Reasoning ☐ Eliciting Judgments ☐

TABLE GAMES

Puzzles ☐ Lets Go Fishing ☐ Invisible Circle Game ☐
Find the One That Is Different ☐ Traffic Sign Game ☐ Largest to Smallest ☐

ADDITIONAL ACTIVITIES

Riddle Game ☐ Flannelboard Game ☐ Review Safety Concepts ☐
Teach Directional Words with Signs ☐

BOOKLETS FOR CHILDREN

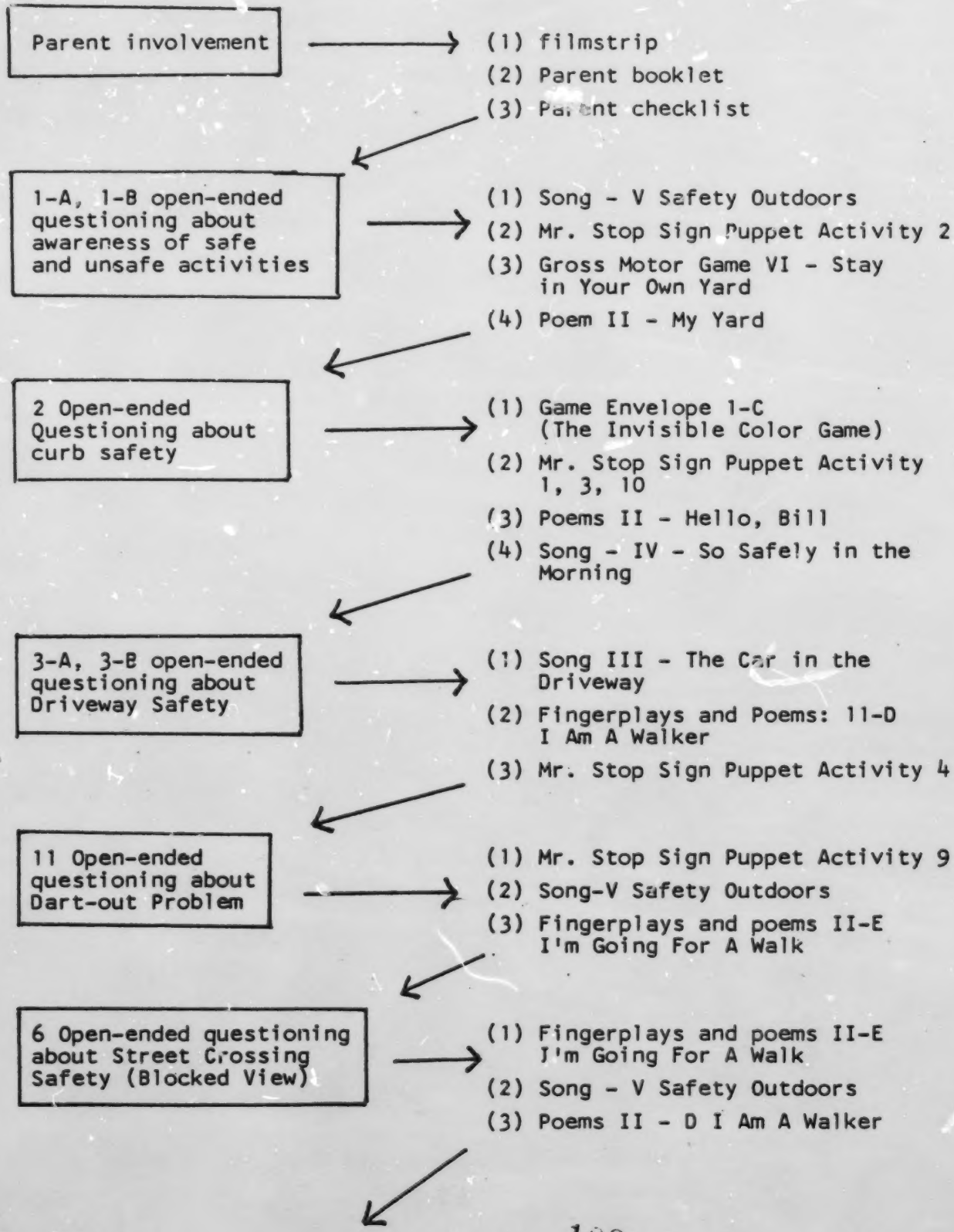
The Important Safety Book ☐
What Do You See? ☐

BULLETIN BOARD IDEAS

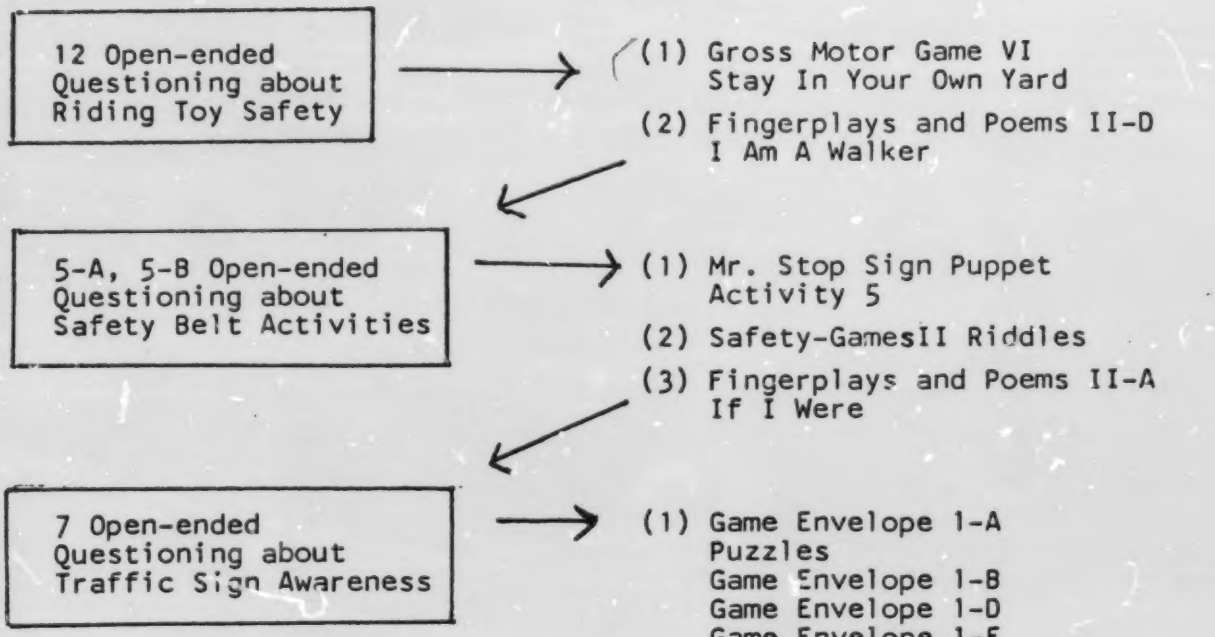
Safety Tree Bulletin Board ☐
Mr. Stop Sign Bulletin Board ☐

APPENDIX B

MINIMUM REQUIREMENTS FOR TRAFFIC SAFETY PROGRAM


Parent involvement
(1) filmstrip
(2) Parent booklet
(3) Parent checklist
1-A, 1-B open-ended questioning about awareness of safe and unsafe activities
(1) Song - V Safety Outdoors
(2) Mr. Stop Sign Puppet Activity 2
(3) Gross Motor Game VI - Stay in Your Own Yard
(4) Poem II - My Yard
2 Open-ended Questioning about curb safety
(1) Game Envelope 1-C (The Invisible Color Game)
(2) Mr. Stop Sign Puppet Activity 1, 3, 10
(3) Poems II - Hello, Bill
(4) Song - IV - So Safely in the Morning
3-A, 3-B open-ended questioning about Driveway Safety
(1) Song III - The Car in the Driveway
(2) Fingerplays and Poems: 11-D I Am A Walker
(3) Mr. Stop Sign Puppet Activity 4
11 Open-ended questioning about Dart-out Problem
(1) Mr. Stop Sign Puppet Activity 9
(2) Song-V Safety Outdoors
(3) Fingerplays and poems II-E I'm Going For A Walk
6 Open-ended questioning about Street Crossing Safety (Blocked View)
(1) Fingerplays and poems II-E I'm Going For A Walk
(2) Song - V Safety Outdoors
(3) Poems II - D I Am A Walker

APPENDIX B


12 Open-ended Questioning about Riding Toy Safety
(1) Gross Motor Game VI Stay In Your Own Yard
(2) Fingerplays and Poems II-D I Am A Walker
5-A, 5-B Open-ended Questioning about Safety Belt Activities
(1) Mr. Stop Sign Puppet Activity 5
(2) Safety-GamesII Riddles
(3) Fingerplays and Poems II-A If I Were
7 Open-ended Questioning about Traffic Sign Awareness
(1) Game Envelope 1-A Puzzles
Game Envelope 1-B
Game Envelope 1-D
Game Envelope 1-E
Game Envelope 1-F
Game Envelope 1-H
(2) Songs XI - Where Is Stop Sign
(3) Gross Motor Game X Jump Over Red, Step On Yellow
(4) Song IX - What is Your Sign
(5) Flannelboard Game IV
(6) Fingerplays and Poems 11-B Safety Colors

APPENDIX C

CHECKLIST FOR PARENT AND CHILD TO DO

✓

1._____Take your child for a walk and point out safe and unsafe activities you see.

2._____Take your child to a curb and have him/her practice finger scanning.

3._____Take your child to the driveway and practice what to do when a car is sitting in the driveway.

4._____Take your child to the car and teach him/her how to wear the safety belt.

5._____Take your child for a walk to demonstrate the dangers of darting out between parked cars.

6._____Take your child for a walk and point out and explain the traffic signs.

7._____Take your child to a busy street corner with traffic lights and practice crossing the street safely.

8._____Take your child to a railroad track and practice crossing the tracks safely.

9._____Take your child to a corner and show him/her how to cross the street when a parked car blocks the view.

10._____Take your child to a ONE WAY street and practice crossing it safely.

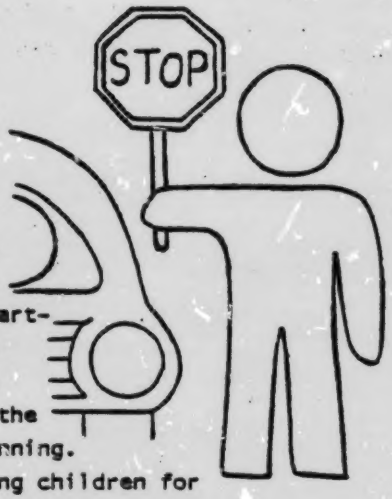
11._____Mark off a place on your sidewalk where your child can use his/her riding toys. Be sure s/he understands that the toy is not to go beyond those lines.

12._____Talk with your child about the dangers of talking to strangers.

13._____If there are no sidewalks near your home take your child out to the shoulder of the road and show him/her where and how to walk there.

APPENDIX D

TRAFFIC SAFETY PROGRAM FOR YOUNG PEDESTRIANS



Dear Colleagues:

With the knowledge that the greatest killer and crippler of children ages one to fourteen is traffic accidents, and knowing your concern for their safety, I would like to alert you to a new developmental traffic safety program. It was developed in Saginaw for the Michigan Department of Education to teach young children proper traffic safety habits. Funding is being provided in a three year effort by the Michigan Department of Highway Safety Planning.

The program's goal is to prepare young children for successful traffic behavior so that they can apply this safe behavior when they are developmentally ready. Of course, this cannot happen without parent cooperation and participation, therefore the program includes parent education so that what is happening at school can be reinforced at home. The program provides active involvement of young children through gross motor and fine motor games, songs, poems and fingerplays which focus on Traffic Safety.

Obviously, the entire program cannot be described here. However, if you are interested in learning more about it, please complete and mail the attached tear sheet or call 517/776-0435 for more information.

Sincerely,

Rosemary F. Taft

Rosemary F. Taft
Safety Education Consultant
Office of Prekindergarten Education
1604 Johnson, Saginaw, Michigan 48601

****

TRAFFIC SAFETY PROGRAM FOR YOUNG PEDESTRIANS
Linking Family, School and Community

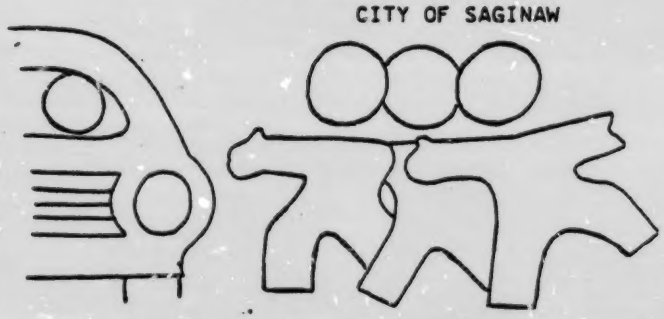
Name_____
School_____
Address_____
City_____State_____
Zip_____Phone_____
Positio_____

I would be interested in knowing more about the TRAFFIC SAFETY PROGRAM FOR YOUNG PEDESTRIANS._____
I would be interested in attending a full day workshop to learn to use the Traffic Safety Kit._____
I am interested in using the Traffic Safety Kit to implement the program in my school district._____

APPENDIX D

TRAFFIC SAFETY PROGRAM FOR YOUNG PEDESTRIANS

MICHIGAN DEPARTMENT
OF EDUCATION
SCHOOL DISTRICT OF THE
CITY OF SAGINAW



The Traffic Safety Program For Young Pedestrians

Office of Prekindergarten Education

1604 Johnson Street

Saginaw, Mi. 48601

APPENDIX E

AGENDA FOR INSERVICE

TRAFFIC SAFETY PROGRAM FOR YOUNG CHILDREN*

I. Coffee and introductions

II. Fill questionnaire

III. Introduction to the program

1. Provide research showing need
2. Purposes of program
3. Specific objectives for children

IV. Parent component

1. Show filmstrip
2. Discuss traffic safety booklet for parents
3. Discuss and distribute parent checklist
4. Discuss and distribute certificates for parents

V. Flow chart of minimum requirements

VI. Distribute traffic safety kits

A. Explain activity cards and the five elements each card contains

1. The activity
2. Role playing
3. Creative writing
4. Inferring causes
5. Anticipating events

B. Explain and discuss supplemental materials

1. Gross motor activities
2. Songs
3. Fingerplays and poems
4. Mr. Stop Sign activities
5. Table games
6. Riddle game
7. Flannelboard activity
8. Booklets for children
9. Reviewing safety concepts game
10. Bulletin board suggestions

VII. Answer questions that may arise

VIII. Complete inservice evaluation forms

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*Lunch will be provided within the framework of the all day inservice.

APPENDIX E

INSERVICE PLAN FOR INTRODUCING THE TRAFFIC SAFETY PROGRAM FOR YOUNG CHILDREN TO IMPLEMENTERS

I. INTRODUCTION TO THE PROGRAM

A. Discuss the research showing the need for such a program
   1. Traffic accidents are the greatest killer of children one to fourteen years of age.
   2. Traffic rules are made for adults but children are expected to react as adults to these rules.
   3. Developmental characteristics of children determine their reactions to traffic situations.
   4. Safety belts protect children from many external and internal injuries.

B. Purposes of the program are manyfold.
   1. To make parents and teachers aware of the developmental characteristics of little children that cause them to react to traffic situations as they do
   2. To give young children practice in traffic and pedestrian safety activities
   3. To clue the schools to the activities they can follow for the safe mobility of children
   4. To alert parents to techniques used by strangers to lure children away
   5. To provide ideas for bus safety for those who must ride a bus to school

II. SHOW THE FILMSTRIP AND DISCUSS THE MAJOR TOPICS PRESENTED IN IT

A. Physical characteristics of the child
   1. Disadvantage of height
   2. Underdeveloped vision
   3. The dart out

B. Emotional characteristics of the child
   1. Emotional reactions instead of logical reactions to traffic
   2. Unpredictable behavior causing spontaneous reactions

C. Mental characteristics of the child
   1. Short attention span and impulsive reactions
   2. Constantly active and naturally curious
   3. Thinking is based on what they see rather than on reasoning

D. Social characteristics of the child
   1. Companionship with other children is very important
   2. Few self constraints

E. Safety belts and the importance of using them

III. TRAFFIC SAFETY BOOKLET FOR PARENTS OF YOUNG CHILDREN

A. Discuss the facts parents should know.

B. Discuss the activities parents can practice with their children to keep them safe.
   1. Crossing the street
   2. What to do about parked cars and darting out
   3. Finger scanning
   4. How to prevent driveway accidents
   5. Safety belt protection
   6. Safe activities for long trips in a vehicle
   7. What to do about strangers

IV. ACTIVITY CARDS FOR TEACHER USE (18 cards)

A. Go through one card step by step
   1. Discuss the activity
   2. Explain how role playing can occur
   3. Suggest ways for using the creative writing
      a. Use of parents
      b. Use of older students

4. Go through Inferring Causes step by step using the chalkboard or large sheet of paper.
5. Go through Anticipating step by step using the chalkboard or large sheet of paper.

V. GROSS MOTOR ACTIVITIES (11 activities)
- A. Discuss the rules for each game.
  1. If the game has props, show the props and explain how they are to be used.

VI. SONGS (9 songs)
- A. Sing some of the songs from the kit
  1. Sing the songs that use the safety signs for props.
  2. Show two ways to use the song CIRCLE AROUND.

VII. FINGERPLAYS AND POEMS (11 activities)
- A. Show how certain fingerplays and poems will fit certain activity cards such as I AM A WALKER will go with Activity cards 1-a, 1-b, 2, 3-a, 3-b, 6, 11
- B. Ask the participants to join in the activity poem I'M GOING FOR A WALK

VIII. MR. STOP SIGN PUPPET ACTIVITIES (16 activities)
- A. Introduce the puppet and demonstrate how he is to be used.
- B. Explain about the patterns for MR. STOP SIGN and his FRIENDS
- C. Display how MR. STOP SIGN and his FRIENDS can be used as a bulletin board.

IX. TABLE GAMES (6 activities)
- A. Explain the table games and how they can be used for learning centers

X. BOOKLETS FOR CHILDREN (2 booklets)
- A. The Important Safety Book (can be duplicated)
- B. What Do You See? (can be duplicated)

XI. RIDDLE GAME FOR A SMALL GROUP (1 game)
- A. Display the pictures that accompany the riddle game and show how it is to be used.

XII. FLANNELBOARD ACTIVITY (1 activity)
- A. Show how the game is to be played.

XIII. GAME TO REVIEW SAFETY CONCEPTS
- A. Using tongue depressor show how this game will be played. This game must not be used until all concepts have been taught.

XIV. BULLETIN BOARD SUGGESTIONS
- A. Display the bulletin board Safety Tree and show how the same safety poems can be attached using seasonal items.

XV. PARENT CERTIFICATE
- A. Show the certificate and explain how it is to be used.

(Lunch will be provided within the framework of the all day inservice)

APPENDIX F

PROPOSED 1979-80 EVALUATION DESIGN FOR THE PREPRIMARY TRAFFIC SAFETY PROGRAM

Introduction

In considering the possible types of data collection procedures for a pre-kindergarten and kindergarten traffic safety program, a large number of procedures come to mind:

- performance testing of preprimary pupils in a staged context;
- intermitten random time sample observations of pupil's traffic safety behavior coming to and from school on a pre- and post-instructional basis;
- structured and/or semi-structured interviews with pupils about knowledge and use of traffic safety principles;
- on-site observation of pupils using a check list;
- individual testing of pupils concerning classroom learnings;
- collection and monitoring of traffic safety statistics related to preprimary pupils;
- census of safety related purchases of parents of preprimary youngsters;
- questionnaire survey of teachers related to process of instruction for the traffic safety curriculum; and,
- mailed questionnaire to preprimary parents about the impact of the program on the behavior of their children.

APPENDIX F

These techniques, combinations of these techniques, and additional methods were considered as possible evaluation data collection methods.

Any list of evaluation strategies must be reviewed for feasibility in terms of time and money. A review of existing material about the program revealed the following contextual factors: the curriculum is to be piloted in at least five schools in diverse geographic sites in the state of Michigan; the program itself consists of three distinct components--pupil, parent, and school-wide; the delivery system consists of a daily instructional activity or role playing situation that is to be added onto the existing total preprimary curriculum; and, the program supervisor is to provide inservice training on the curriculum and make at least three monitoring visits during the course of the school year. In addition, the amount of funds set aside for evaluation was another limitation in considering the contextual factors above.

EVALUATION DESIGN

Upon reviewing extant research and evaluation studies, it was noted that the types of data collected for the evaluation of programs of this kind seem to fall into two categories, process/formative and product data. Process evaluation questions ask whether the proposed plan is being implemented and formative evaluation questions ask whether the process can be improved. Product evaluation questions ask whether the program attained its objectives.

APPENDIX F

Process/Formative Evaluation Design

To check on whether the program is being implemented as proposed and whether the program has weaknesses and can be improved, a questionnaire evaluation instrument is recommended to query teachers about these issues in late January. The areas of questioning covered would consist of the following: What program activities have you implemented so far this year? Which activities have you failed to implement? What strengths and weaknesses do you see in using the prescribed materials and activities? What suggestions do you have to remedy the observed weaknesses? These questions are illustrative rather than exhaustive. The data gathered will be used to answer these basic questions:

1. Was the program implemented as designed?
2. What formative issues, if any, have occurred for participating teachers?

Product Evaluation Design

A post-only parent questionnaire could be used to gather data related to the outcomes of the pupil and the parent components (provided that a list of parents could be obtained from each pilot site). Parents would be asked what new habits and behaviors their pupils display related to traffic safety. For those parents participating in the parent component, questions would be asked relating to areas covered in that component (preprimary pupils cannot be expected to attend to traffic safety like adults because they can only maintain one line of

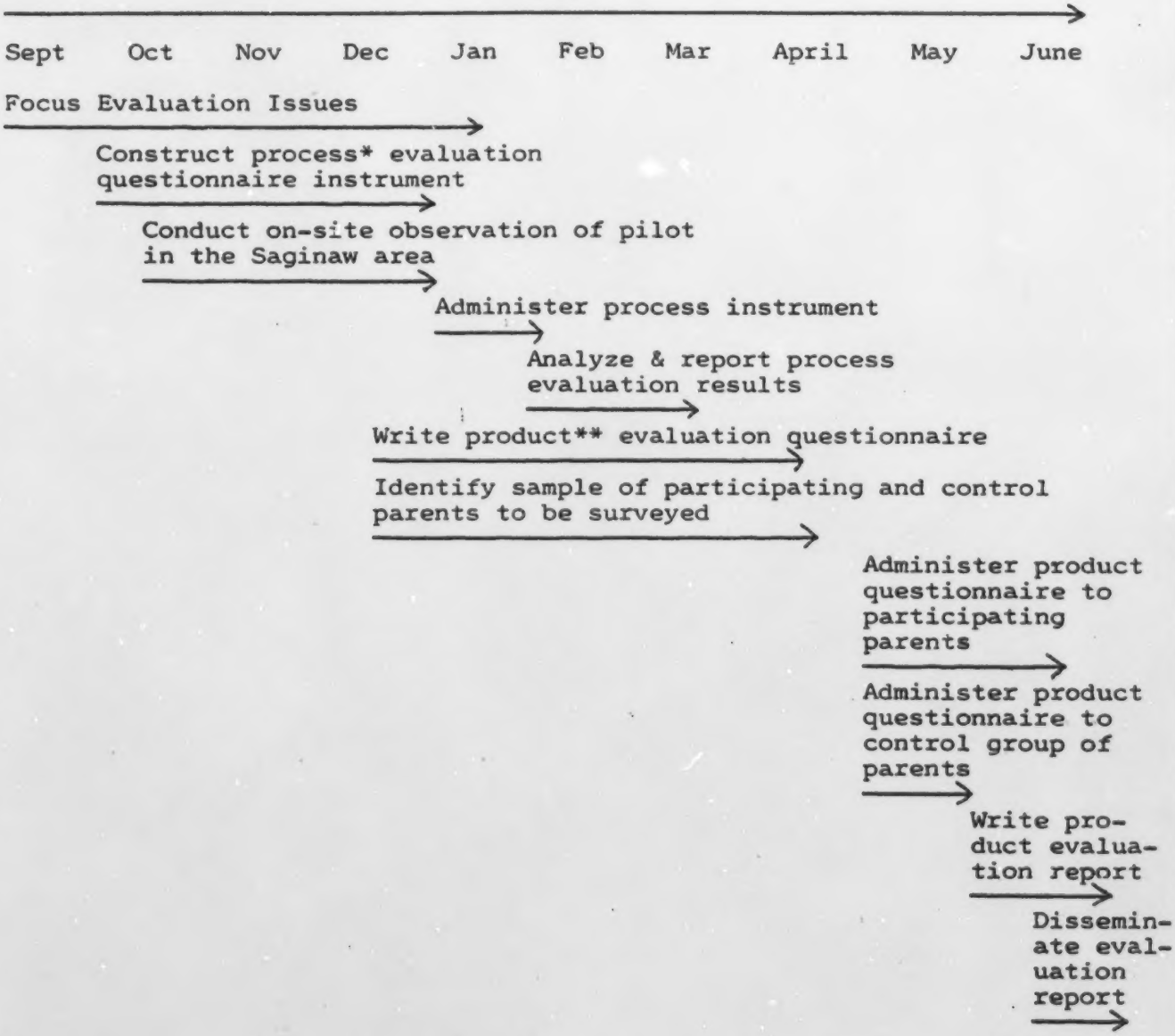
thought at a time, e.g., buckling safety belts would reduce pre-primary injuries in car accidents, etc.). A control group of parents in the Saginaw area will be used to compare the results of those pupils who did not take part in the study in the Saginaw area. The Saginaw area program will be studied in greater detail and provide a baseline comparison between pupils receiving the treatment and those who did not. Any positive departure from the control groups performance level will be judged in terms of the amount of observed change in relationship to the amount of time spent. The results of the other pilot sites would be viewed in relationship to those in the Saginaw area where the establishment of a control group is more feasible. Development of the instruments needed to collect data from the various sources would be the primary responsibility of the evaluation department but would, of course, require assistance from those responsible for directing and operating the program.

The chart below summarizes the design by depicting its key features in terms of time and methodology.

APPENDIX F

SUMMARY OF EVALUATION DESIGN

1979-80 School Year



*Process evaluation instrument will deal with all three program components--pupil, parent, and school-wide.

**Product evaluation instrument will deal with two program components--pupil and parent.

Evaluation Report

An evaluation report will be written detailing the findings of the process/formative and product evaluation efforts. The report at a minimum should discuss the following: program description, site selection procedures, procedures for evaluation, presentation and analysis of process data, presentation and analysis of product data, parent education component, summary, conclusions, and recommendations.

The report should be written and disseminated to the following audiences: program supervisor, participating school district personnel (classroom teachers, building principals, and the superintendent), as well as funding agency representatives.

APPENDIX G

SURVEY OF SCHOOL PRINCIPALS IN THE
PREPRIMARY TRAFFIC SAFETY PROJECT

Name of Respondent _____ ☐☐☐ Date _____

Name of School _____ ☐☐☐

School District _____

DIRECTIONS: Please provide complete and honest answers to the following questions about your preprimary pupils in the traffic safety program. The information obtained will be kept confidential and will be used to generally describe teachers and pupils participating in the project.

1. How would you characterize the social background of your preprimary pupils? ("X" one)

__ (1) All from farm families
__ (2) Mostly from farm families
__ (3) All from professional and white-collar workers
__ (4) Mostly from professional and white-collar workers
__ (5) From a cross-section of white-collar and blue-collar workers
__ (6) Mostly from factory and other blue-collar workers
__ (7) All from factory and other blue-collar workers

2. What percentage of the preprimary pupils in your classroom ride the bus to school? ("X" one)

__ (1) None
__ (2) Between 0.1 and 24.9%
__ (3) Between 25.0 and 49.9%
__ (4) Between 50.0 and 74.9%
__ (5) Between 75.0 and 100.0%

3. Are safety patrol crossing guards available to help your pupils cross intersections? ("X" one)

__ (1) Yes
__ (2) No

4. Are adult school crossing guards available to help your pupils cross intersections? ("X" one)

__ (1) Yes
__ (2) No

APPENDIX H

School District of the City of Saginaw
550 Millard, Saginaw, Michigan 48607
517-776-0200
Superintendent, Foster B. Gibbs, Ph.D.

BOARD OF EDUCATION

Richard J. Stringer, President
Ruth A. Braun, Vice-President
Willie E. Thompson, Secretary
James R. Kanary, Treasurer
Ruben Daniels
Gilberto Guevara
Roger P. Steffes

Dear Classroom Teacher:

The Michigan Department of Education has contracted with the School District of Saginaw to develop a Preprimary Traffic Safety Program for Young Children. This is a three year effort in which a comprehensive program will be disseminated in the third year.

So that a valuable product is prepared, the second year efforts involve field testing of the curriculum in a cross-section of Michigan school districts. The Evaluation, Testing and Research Division of the Saginaw Public Schools has been contracted to evaluate the project. This evaluation, however, will not be complete without your help and cooperation.

Attached is a questionnaire designed to collect information about each pilot site. Please bring the completed questionnaire to your awareness session leader before the end of the meeting. From time to time, we also will be asking you to give us an evaluation of how well your students are responding to the traffic safety materials.

Your candid comments and recommendations will help improve the program and contribute to the quality of the traffic safety materials made available to Michigan's preprimary teachers during the 1980-81 school year.

Sincerely,

Richard N. Claus

Richard N. Claus, Evaluator
Preprimary Traffic Safety Program

RNC/tlf

Attachment

APPENDIX H

QUESTIONNAIRE OF PARTICIPATING TEACHERS IN THE PREPRIMARY TRAFFIC SAFETY PROJECT

DIRECTIONS: Please provide complete and honest answers to the following questions concerning information about your background and that of the pupils you instruct. The information will be kept confidential and will be used to generally describe teachers and pupils participating in the project. (Please do not write in the squares.)

Teacher's Name _____ ☐☐☐ Date _____

School District _____ ☐☐☐

Name of School _____

Building Address _____

City _____ Zip _____

Teacher Characteristics

1. Which best describes your highest level of professional training in education? ("X" one)

   __ (1) Bachelor's Degree
   __ (2) Master's Degree
   __ (3) Master's Degree + 30 Credits
   __ (4) Master's Degree + 60 Credits
   __ (5) Specialist's Degree
   __ (6) Doctor's Degree
   __ (7) Other (please specify) _____

2. Are you a licensed driver? ("X" one)

   __ (1) Yes
   __ (2) No

3. Are you: ("X" one)

   __ (1) Female
   __ (2) Male

4. Are you: ("X" one)

__ (1) American Indian or Alaskan Native or Native American
__ (2) White, not of Latino or Hispanic origin
__ (3) Latino or Hispanic
__ (4) Black, not of Latino or Hispanic origin
__ (5) Asian or Pacific Islander

5. Are you of bilingual-speaking background? ("X" one)

__ (1) Yes
__ (2) No

6. What is your grade level assignment for the present school year? ("X" one)

__ (1) Prekindergarten
__ (2) Kindergarten
__ (3) Prekindergarten/Kindergarten Combination
__ (4) Other (please specify) _____

7. Do you have a ZA endorsement in Early Childhood Education? ("X" one)

__ (1) Yes
__ (2) No

8. Which of the following best describes the equivalent number of school years you have taught? ("X" one)

__ (1) 0.0 to 1.9 school years
__ (2) 2.0 to 4.9 school years
__ (3) 5.0 to 9.9 school years
__ (4) 10.0 to 14.9 school years
__ (5) 15.0 to 19.9 school years
__ (6) 20.0 to 24.9 school years
__ (7) 25.0 to 29.9 school years
__ (8) 30.0 or more school years

Classroom Characteristics

9. Do any of your pupils cross railroad tracks on their way to school? ("X" one)

__ (1) Yes
__ (2) No
__ (3) Do not know

10. Do some of your pupils walk along roads and streets that do not have sidewalks and curbs? ("X" one)

__ (1) Yes, lack both sidewalks and curbs
__ (2) Yes, lack curbs only
__ (3) Yes, lack sidewalks only
__ (4) No
__ (5) Do not know

11. Have your pupils participated, either last year or this year, in any program that dealt with traffic safety? This does not include the Preprimary Traffic Safety Program in which you now are participating. ("X" one)

__ (1) Yes
__ (2) No
__ (3) Do not know

12. What is the racial composition of your class? ("X" one)

__ (1) All white (1% or less minority enrollment)
__ (2) Between 1 and 10% minority
__ (3) More than 10% but less than half minority
__ (4) About half minority
__ (5) More than half but less than 90% minority
__ (6) Between 90 and 99% minority
__ (7) All minority enrollment (1% or less white enrollment)

13. Are there students in your classroom who are of bilingual-speaking background? ("X" one)

__ (1) Yes
__ (2) No
__ (3) Do not know

14. Are special education students mainstreamed into your classroom? ("X" one)

__ (1) Yes
__ (2) No
__ (3) Do not know

15. Overall, how would you rate the academic ability level of your students? ("X" one)

__ (1) Excellent
__ (2) Good
__ (3) Average
__ (4) Fair
__ (5) Poor

16. Please rate the maturation level of your students. ("X" one)

__ (1) Excellent
__ (2) Good
__ (3) Average
__ (4) Fair
__ (5) Poor

17. Do you have a full- or part-time aide in your classroom? ("X" one)

__ (1) Yes
__ (2) No

18. Do you have volunteers working in your classroom? ("X" one)

__ (1) Yes
__ (2) No

19. Is your classroom housed in a: ("X" one)

__ (1) Public School
__ (2) Non-Public School (includes private and parochial)

20. How many students are enrolled in your a.m. and p.m. sessions?

____ a.m.
____ p.m.

Thank you for your cooperation. Please return the completed instrument to Richard Claus, Evaluator of the Preprimary Traffic Safety Program, Saginaw Public Schools, 550 Millard Street, Saginaw, Michigan, 48607.

APPENDIX I

AWARENESS SESSION EVALUATION FORM

PREPRIMARY TRAFFIC SAFETY PROJECT

Circle One: Aide Parent Teacher Administrator

Date: _____

1. The purpose of the awareness session was to familiarize you with traffic safety materials and to provide a strategy to use them in the classroom. Did the session achieve its purpose?

   Yes ___
   No ___

   Comments: _____

   _____

   _____

2. Please circle 1 (poor) to 5 (excellent) to indicate how well the presentor did the following:

		Poor				Excellent
A.	Provided an outline/agenda of the awareness session.	1	2	3	4	5
B.	Communicated the project's purposes.	1	2	3	4	5
C.	Used the filmstrip to increase understanding of developmental characteristics of young children.	1	2	3	4	5
D.	Explained the parent component of the program.	1	2	3	4	5
E.	Communicated the instructional activities.	1	2	3	4	5
F.	Related lap card activities to supplemental materials (puzzles, songs, etc.).	1	2	3	4	5

		Poor				Excellent
G.	Explained what each program should contain at the very least.	1	2	3	4	5
H.	Provided an opportunity to ask questions.	1	2	3	4	5
I.	Answered questions satisfactorily.	1	2	3	4	5
J.	Used time wisely to cover important aspects of the safety curriculum.	1	2	3	4	5

3. What is your reaction to the format of the session? What did you like? What did you dislike?

_____

_____

_____

_____

4. What suggestions do you have for improvement?

_____

_____

_____

_____

CHOOL DISTRICT
)F THE CITY OF
:AGINAW
50 Millard Street
:aginaw, Michigan 48607
)17-776-0200
:OSTER B. GIBBS, Ph. D., Superintendent

APPENDIX J

Dear Classroom Teacher:

The Evaluation, Testing and Research Department of the Saginaw Public Schools is continuing its evaluation effort of the Preprimary Traffic Safety Program funded by the Michigan Department of Education. One aspect of this continuing effort, is to gather information about the operation of the safety program. The attached questionnaire is designed to help gather this information.

It is requested that the questionnaire be completed individually. Please complete and mail the questionnaire no later than Friday, _____. A self-addressed, stamped envelope has been provided for the return of the completed questionnaire.

Your candid comments and recommendations will help improve the program and contribute to the quality of the traffic safety materials, which will be made available to Michigan's preprimary teachers during the 1980-81 school year. Thank you for your time and cooperation.

Sincerely,

Richard N. Claus

Richard N. Claus, Evaluator
Preprimary Traffic Safety Program

RNC/kjm

Attachment

BOARD OF EDUCATION
Ruth A. Braun, President
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APPENDIX J

PROCESS EVALUATION INSTRUMENT FOR PARTICIPATING TEACHERS IN THE PREPRIMARY TRAFFIC SAFETY PROGRAM

DIRECTIONS: This instrument asks questions about the ongoing operation (process) of the safety program in your school district and classroom. Your honest and complete answers will help us improve the materials, design, procedures, etc., related to the day-to-day operation of the program. The information will be kept confidential and will be tabulated to make statements about groups of classroom sites.

Teacher's Name _____

School District _____

1. In reviewing the inservice given to train you in the use of traffic safety materials, what were its strengths?

_____
_____
_____

2. In reviewing the inservice, what were its weaknesses?

_____
_____
_____

3. How many times to date has the preprimary traffic safety coordinator visited your classroom this year? ("X" one)

__ None
__ One
__ Two
__ Three
__ Four or more

4. If you were visited by the safety consultant (if not please go to question 5), were the consultant's comments helpful? ("X" one)

__ Yes (please explain) _____
_____
_____

__ No (please explain) _____
_____
_____

5. After the inservice and visits, if any, by the safety consultant, do you still have any questions about the operation of the program? ("X" one)

   __ Yes
   __ No

6. How many minutes of classroom time do you approximately spend per week on the traffic safety program?

   ____ minutes per week

7. How many days per week do you typically devote to traffic safety activities? ("X" one)

   __ One day per week
   __ Two days per week
   __ Three days per week
   __ Four days per week
   __ Five days per week
   __ Other (please specify) _____

8. Do you presently think it is possible to complete the minimum set of activities and resources outlined during the inservice? ("X" one)

   __ Yes
   __ No

9. What step are you on in completing the minimum set of activities?

   _____

10. Are you proceeding through the minimum set of materials in the suggested order? ("X" one)

    __ Yes
    __ No ... If not, why did you decide to follow a different ordering? What is this ordering?

    _____
    _____
    _____

11. Are you checking off activities completed on the chart provided? ("X" one)

    __ Yes
    __ No ... If not, why? _____

    _____
    _____

12. Have you obtained all the promised portions of the preprimary traffic safety kit? ("X" one)

__ Yes
__ No ... If not, what materials are you lacking?

_____
_____
_____

13. What traffic safety needs of preprimary children are not addressed in the present kit?

_____
_____
_____

14. What materials, if any, are not appropriate for your preprimary pupils?

_____
_____
_____

15. Have you conducted your first parent meeting? ("X" one)

__ Yes ... If so, how many of your parents attended? ___
__ No

16. What suggestions, if any, do you have to modify, reword, revise, etc., the present traffic safety materials?

_____
_____
_____
_____
_____
_____

17. Do you know the purposes related to the preprimary traffic safety program? ("X" one)

__ Yes ... If so, are these worthwhile? ("X" one)
  __ Yes
  __ No
__ No

18. What anticipated outcomes of the program, if any, have you observed?

_____
_____
_____

19. What unanticipated outcomes of the program, if any, have you observed?

_____
_____
_____

20. Do you plan to use the traffic safety material next year? ("X" one)

__ Yes
__ No ... If so, why not? _____
_____
_____
_____

21. What general comments, if any, about the traffic safety program do you have that might be relevant to better understand the operation of the program in your classroom?

_____
_____
_____
_____
_____
_____

Thank you for your cooperation. Please return the completed instrument to Richard Claus, Evaluator of the Preprimary Traffic Safety Program, Saginaw Public Schools, 550 Millard Street, Saginaw, Michigan, 48607.

SCHOOL DISTRICT
OF THE CITY OF
SAGINAW
550 Millard Street
Saginaw, Michigan 48607
517-776-0200
FOSTER B. GIBBS, Ph. D., Superintendent

Dear Classroom Teacher:

The Evaluation, Testing and Research Department of the Saginaw Public Schools is concluding its evaluation effort of the Preprimary Traffic Safety Program funded by the Michigan Department of Education. One aspect of this final effort is to gather your final perceptions of the impact of the program and receive your suggestions on how to improve the materials. The attached questionnaire is designed to help gather this information.

It is requested that the questionnaire be completed individually. Please complete and mail the questionnaire no later than Friday, _____. A self-addressed, stamped envelope has been provided for the return of the completed questionnaire.

Thank you for taking the time to provide valuable information about the results of the traffic safety program at your school.

Sincerely,

Richard N. Claus

Richard N. Claus, Evaluator
Preprimary Traffic Safety Program

RNC/kjm

Attachment

BOARD OF EDUCATION
Ruth A. Braun, President
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APPENDIX K

PRODUCT EVALUATION INSTRUMENT OF PARTICIPATING TEACHERS IN THE PREPRIMARY TRAFFIC SAFETY PROJECT

DIRECTIONS: Please provide complete and honest answers to the following questions concerning on the usability of the materials and the impact of the project. The information will be kept confidential and will be used to generally describe teachers and pupils participating in the project. (Please leave squares blank. They are to be used for tabulation purposes.)

Teacher's Name _____ ☐☐☐ Date _____

School District _____ ☐☐☐

1. Below are listed the traffic safety objectives related to the program in which you are participating. Please circle the number to the right that indicates what percent of your pupils mastered (could perform 80% of the time) each objective. Circle NA (not applicable) if you did not cover that objective and/or cannot make a judgment. Please be as objective as possible in circling your answer.

		Percent of Pupils Who Can
A.	Cross the street only at a safe location.	NA 0 10 20 30 40 50 60 70 80 90 100
B.	Cross the street only with an adult.	NA 0 10 20 30 40 50 60 70 80 90 100
C.	Demonstrate where and how to walk when near the street.	NA 0 10 20 30 40 50 60 70 80 90 100
D.	Demonstrate that the curb is an invisible stop sign.	NA 0 10 20 30 40 50 60 70 80 90 100
E.	Listen for approaching cars.	NA 0 10 20 30 40 50 60 70 80 90 100
F.	Watch for cars by looking all ways and by finger scanning before crossing the street.	NA 0 10 20 30 40 50 60 70 80 90 100
G.	Recognizes vehicles backing up in driveways.	NA 0 10 20 30 40 50 60 70 80 90 100

APPENDIX K

		Percent of Pupils Who Can
H.	Wait if a driver is in the car in the driveway until the driver either removes the car or gets out of the car.	NA 0 10 20 30 40 50 60 70 80 90 100
I.	Follow car safety rules as a passenger. (Buckles up seat belt.)	NA 0 10 20 30 40 50 60 70 80 90 100
J.	Demonstrate a knowledge of strangers and how to avoid them.	NA 0 10 20 30 40 50 60 70 80 90 100
K.	Demonstrate a knowledge of the proper use of tricycles and other riding toys out of doors.	NA 0 10 20 30 40 50 60 70 80 90 100
L.	Recognize the common traffic signs.	NA 0 10 20 30 40 50 60 70 80 90 100
M.	Recognize hazardous situations.	NA 0 10 20 30 40 50 60 70 80 90 100

Comments: _____

_____

_____

_____

2. Please rate the following activities by circling the number to the right that best describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective

1.A.	Awareness of Safe and Unsafe Activities	1 2 3 4 5
1.B.	Recall Activities	1 2 3 4 5
2.	Curb Safety	1 2 3 4 5
3.A.	Driveway Safety	1 2 3 4 5
3.B.	Recall Activities	1 2 3 4 5

4.	Identification of Traffic Sounds	1	2	3	4	5
5.A.	Safety Belt Activities	1	2	3	4	5
5.B.	Additional Safety Belt Activities	1	2	3	4	5
6.	Street Crossing Safety (Blocked View)	1	2	3	4	5
7.	Traffic Sign Awareness	1	2	3	4	5
8.	Traffic Light Awareness	1	2	3	4	5
9.	Railroad Crossing Awareness	1	2	3	4	5
10.	One-Way Street Awareness	1	2	3	4	5
11.	Dart-Out Problem	1	2	3	4	5
12.	Riding Toy Safety at Home	1	2	3	4	5
13.	Police Officer Visit to Classroom	1	2	3	4	5
14.	Safety Patrol Visit to Classroom	1	2	3	4	5
15.	School Bus Unit (Optional)	1	2	3	4	5

Comments: _____

_____

_____

_____

3. Please rate the following gross motor activities by circling the number to the right that <u>best</u> describes their utility with your preprimary pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective

A.	Red, Yellow, Green	1	2	3	4	5
B.	Red Light-Stop, Green Light-Go	1	2	3	4	5
C.	Slow, Stop, Go	1	2	3	4	5
D.	Don't Go Near the Corner	1	2	3	4	5
E.	Traffic Relay Race	1	2	3	4	5

F.	Stay in Your Own Yard	1	2	3	4	5
G.	Children, Children, Come and Play	1	2	3	4	5
H.	Relay Race	1	2	3	4	5
I.	Hop, Skip, Jump	1	2	3	4	5
J.	Jump Over Red, Step on Yellow	1	2	3	4	5
K.	Circle Around	1	2	3	4	5

4. Please rate the following songs by circling the number to the right that <u>best</u> describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective

A.	What Are You Holding?	1	2	3	4	5
B.	Where is Stop Sign?	1	2	3	4	5
C.	So Safely in the Morning	1	2	3	4	5
D.	What is Your Sign?	1	2	3	4	5
E.	Watch Out for the Traffic Lights	1	2	3	4	5
F.	Safety Signs	1	2	3	4	5
G.	10 Police Officers (10 little jingle bells)	1	2	3	4	5
H.	Ten Police Officers (10 little indians)	1	2	3	4	5
I.	The Car in the Driveway	1	2	3	4	5
J.	Safety Outdoors	1	2	3	4	5

5. Please rate the following fingerplays and poems by circling the number to the right that <u>best</u> describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective

A.	Five Little Children	1	2	3	4	5
B.	My Yard	1	2	3	4	5
C.	Hello, Bill	1	2	3	4	5
D.	6 Safety Patrols	1	2	3	4	5
E.	5 Safety Patrols	1	2	3	4	5
F.	I Can Draw	1	2	3	4	5
G.	If I Were	1	2	3	4	5
H.	Safety Colors	1	2	3	4	5
I.	Strangers	1	2	3	4	5
J.	I Am A Walker	1	2	3	4	5
K.	I'm Going for a Walk	1	2	3	4	5

6. Please rate the following Mr. Stop Sign questions by circling the number to the right that best describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective.

A.	Ten Four Line Rhyme Activities	1	2	3	4	5
B.	Discussion	1	2	3	4	5
C.	Developing Vocabulary	1	2	3	4	5
D.	Eliciting Feelings	1	2	3	4	5
E.	Eliciting Sensory Words	1	2	3	4	5
F.	Requiring Reasoning	1	2	3	4	5
G.	Eliciting Judgments	1	2	3	4	5

7. Please rate the following table games and additional activities by circling the number to the right that best describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective

A.	Puzzles	1	2	3	4	5
B.	Let's Go Fishing	1	2	3	4	5
C.	Invisible Circle Game	1	2	3	4	5
D.	Find the One that is Different	1	2	3	4	5
E.	Traffic Sign Game	1	2	3	4	5
F.	Largest to Smallest	1	2	3	4	5
G.	Riddle Game	1	2	3	4	5
H.	Flannelboard Game	1	2	3	4	5
I.	Review Safety Concepts	1	2	3	4	5
J.	Teach Directional Words with Signs	1	2	3	4	5

8. Please rate the following booklets for children by circling the number to the right that best describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective

A.	The Important Safety Book	1	2	3	4	5
B.	What Do You See?	1	2	3	4	5

9. Please rate the following bulletin board ideas by circling the number to the right that best describes how each applies to your pupils. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somewhat effective, and 5 = very effective

A.	Safety Tree Bulletin Board	1	2	3	4	5
B.	Mr. Stop Sign Bulletin Board	1	2	3	4	5

10. Please rate the following parent component materials by circling the number to the right that best describes how each applies to your parents. 1 = did not use, 2 = could be omitted, 3 = needs revision, 4 = somehwat effective, and 5 = very effective

A.	Filmstrip	1 2 3 4 5
B.	Parent Safety Booklet	1 2 3 4 5
C.	Parent Checklist	1 2 3 4 5
D.	Parent Certificate	1 2 3 4 5

11. Please rate the level of parent participation in the traffic safety program by circling the number below which best describes the participation.

1 = Weak (at least 1/3 of the parents participated)
2 = Moderate (at least 2/3 of the parents participated)
3 = Strong (more than 2/3 of the parents participated)

12. Please rate the parent component of the traffic safety program by circling the number below which best describes its importance.

1 = Not important
2 = Somewhat important
3 = Important
4 = Extremely important

13. After your experience with the traffic safety program, will you continue to use the program next year? (Circle your answer.)

Yes

No ... If so, why not? _____

_____

_____

14. What unexpected impacts do you believe were the result of this program? Please explain.

_____

_____

_____

_____

15. What general comments, concerns, etc., could be offered to make the program better next year, when it is offered to additional schools?

_____

_____

_____

_____

_____

Thank you for your cooperation. Please return the completed instrument in the self-addressed, stamped envelope, to Richard Claus Evaluator of the Preprimary Traffic Safety Program, Saginaw Public Schools, 550 Millard Street, Saginaw, MI 48607.

SCHOOL DISTRICT
OF THE CITY OF
SAGINAW
550 Millard Street
Saginaw, Michigan 48607
517-776-0200
FOSTER B. GIBBS, Ph. D., Superintendent

Dear Parent:

The Michigan Department of Education has contracted with the School District of Saginaw to develop a Preprimary Traffic Safety Program for Young Children. This is a three year effort in which a comprehensive program will be distributed in the third year to other school districts in the state.

So that a valuable product is prepared, the second year efforts involve field testing of the curriculum in a cross-section of Michigan school districts. Your school has agreed to take part in this study. The Evaluation, Testing and Research Division of the Saginaw Public Schools has been contracted to evaluate this project. This evaluation, however, will not be complete without your help and cooperation.

Attached is a questionnaire designed to collect information about how your child's traffic safety behavior has changed and your opinion about the parent materials. Please complete the questionnaire and mail it by June 6, 1980, in the self-addressed stamped envelope.

Your candid comments and recommendations will help improve the program and contribute to the quality of the traffic safety materials, which will be made available to Michigan's preprimary teachers and parents during the 1980-81 school year. Thank you for your help.

Sincerely,

Richard N. Claus

Richard N. Claus, Evaluator
Preprimary Traffic Safety Program

RNC/tlf

Attachment

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APPENDIX L

PARENT QUESTIONNAIRE OF THE
PREPRIMARY TRAFFIC SAFETY PROJECT

DIRECTIONS: Please provide complete answers to the following questions. The questions concern traffic safety habits and the usefulness of the materials provided you. The information provided will be kept confidential and will be used to describe the general results of the project. (Please do not erase the numbers in the squares below.)

Instrument Number ☐☐☐☐

1. Below are listed the objectives of the traffic safety project in question form. Please circle yes if your child can usually do the objective and no if your child cannot.

Yes No A. Does your child cross the street only at a safe location?

Yes No B. Does your child cross the street only with an adult?

Yes No C. Does your child demonstrate where and how to walk when near the street?

Yes No D. Does your child demonstrate that the curb is an invisible stop sign?

Yes No E. Does your child listen for approaching cars?

Yes No F. Does your child watch for cars by looking all ways and by finger scanning before crossing the street?

Yes No G. Does your child recognize vehicles backing up in driveways?

Yes No H. Does your child wait if a driver is in the car in the driveway until the driver either removes the car or gets out of the car?

Yes No I. Does your child follow car safety rules as a passenger? (Buckles up seat belt.)

Yes No J. Does your child demonstrate a knowledge of strangers and how to avoid them?

Yes No K. Does your child demonstrate a knowledge of the proper use of tricycles and other riding toys out of doors?

Yes No L. Does your child recognize the common traffic signs?

Yes No M. Does your child recognize hazardous situations?

2. During the first parent meeting concerning the traffic safety program, you were given a checklist for you and your child to complete. Did the checklist of traffic situations help you and your child explore the proper safety behavior in each situation? (Circle your answer.)

   Yes → If so, please explain. _____

   _____

   _____

   No → If so, please explain. _____

   _____

   _____

3. How helpful was the filmstrip in helping you understand your child in traffic situations? (Circle your answer.)

   A. Did not see the filmstrip or cannot remember
   B. Not helpful
   C. Helpful
   D. Very helpful

4. How helpful was the parent booklet in helping you understand your child in traffic situations? (Circle your answer.)

   A. Did not receive a booklet or cannot remember
   B. Not helpful
   C. Helpful
   D. Very helpful

5. Would you recommend this program to any of your friends with youngsters? (Circle your answer.)

Yes → If so, please explain. _____

_____

_____

No → If so, please explain. _____

_____

_____

Thank you for your cooperation. Please return the completed instrument to Richard Claus, Evaluator of the Preprimary Traffic Safety Program, Saginaw Public Schools, 550 Millard Street, Saginaw, Michigan, 48607.

SCHOOL DISTRICT
OF THE CITY OF
SAGINAW
550 Millard Street
Saginaw, Michigan 48607
517-776-0200
FOSTER B. GIBBS, Ph. D., Superintendent

Dear Parent:

The Michigan Department of Education has contracted with the School District of Saginaw to develop a Preprimary Traffic Safety Program for Young Children. This is a three year effort in which a comprehensive program will be distributed in the third year to other school districts in the state.

So that a valuable product is prepared, the second year efforts involve field testing of the curriculum in a cross-section of Michigan school districts. In addition, a number of non-participating schools in the Saginaw area have also been included in the study. Our school has agreed to supply information about the traffic safety behavior of their youngsters. The Evaluation, Testing and Research Division of the Saginaw Public Schools has been contracted to evaluate the project. This evaluation, however, will not be complete without your help and cooperation.

Attached is a questionnaire designed to collect information about how your child acts in traffic safety situations. Please complete the questionnaire and mail it by June 6, 1980, in the self-addressed stamped envelope.

Your candid comments and recommendations will help improve the program and contribute to the quality of the traffic safety materials, which will be made available to Michigan's preprimary teachers during the 1980-81 school year. Thank you for your help.

Sincerely,

Frances Carter

Frances Carter, Principal
Stone Elementary School

tlf

Attachment

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)F THE CITY OF
:AGINAW
:50 Millard Street
:aginaw, Michigan 48607
)17-776-0200
:OSTER B. GIBBS, Ph. D., Superintendent

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Your candid comments and recommendations will help improve the program and contribute to the quality of the traffic safety materials, which will be made available to Michigan's preprimary teachers during the 1980-81 school year. Thank you for your help.

Sincerely,

Pat Shelley

Pat Shelley, Principal
Zilwaukee Elementary School

tlf

Attachment

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550 Millard Street
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517-776-0200
FOSTER B. GIBBS, Ph. D., Superintendent

APPENDIX M

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Attached is a questionnaire designed to collect information about how your child acts in traffic safety situations. Please complete the questionnaire and mail it by June 6, 1980, in the self-addressed stamped envelope.

Your candid comments and recommendations will help improve the program and contribute to the quality of the traffic safety materials, which will be made available to Michigan's preprimary teachers during the 1980-81 school year. Thank you for your help.

Sincerely,

Chris Dundas

Chris Dundas, Principal
Handley Elementary School

tlf

Attachment

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OF THE CITY OF
SAGINAW
550 Millard Street
Saginaw, Michigan 48607
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Attached is a questionnaire designed to collect information about how your child acts in traffic safety situations. Please complete the questionnaire and mail it by June 6, 1980, in the self-addressed stamped envelope.

Your candid comments and recommendations will help improve the program and contribute to the quality of the traffic safety materials, which will be made available to Michigan's preprimary teachers during the 1980-81 school year. Thank you for your help.

Sincerely,

Valerie Becker

Valerie Becker, Principal
Fuerbringer Elementary School

tlf

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APPENDIX M

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Attached is a questionnaire designed to collect information about how your child acts in traffic safety situations. Please complete the questionnaire and mail it by June 6, 1980, in the self-addressed stamped envelope.

Your candid comments and recommendations will help improve the program and contribute to the quality of the traffic safety materials, which will be made available to Michigan's preprimary teachers during the 1980-81 school year. Thank you for your help.

Sincerely,

Zeph Phillips, Principal
Merrill Park Elementary School

tlf

Attachment

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APPENDIX M

NON-PARTICIPATING PARENT QUESTIONNAIRE FOR THE PREPRIMARY TRAFFIC SAFETY PROJECT

DIRECTIONS: Please provide complete answers to the following questions. The questions concern your child's present traffic safety habits. The information will be kept confidential in terms of the individual responding. (Please do not erase the numbers in the squares below.)

Instrument Number ☐☐☐

1. Below are listed questions about your child's present traffic safety behavior. Please circle yes if your child can usually do the behavior and no if your child cannot.

Yes No A. Does your child cross the street only at a safe location?

Yes No B. Does your child cross the street only with an adult?

Yes No C. Does your child demonstrate where and how to walk when near the street?

Yes No D. Does your child demonstrate that the curb is an invisible stop sign?

Yes No E. Does your child listen for approaching cars?

Yes No F. Does your child watch for cars by looking all ways and by finger scanning before crossing the street?

Yes No G. Does your child recognize vehicles backing up in driveways?

Yes No H. Does your child wait if a driver is in the car in the driveway until the driver either removes the car or gets out of the car?

Yes No I. Does your child follow car safety rules as a passenger? (Buckles up seat belt.)

Yes No J. Does your child demonstrate a knowledge of strangers and how to avoid them?

Yes No K. Does your child demonstrate a knowledge of the proper use of tricycles and other riding toys out of doors?

Yes No L. Does your child recognize the common traffic signs? (stop, school, pedestrian, one-way, and railroad signs)

Yes No M. Does your child recognize hazardous situations?

2. Do you think that your youngster would benefit from a school program designed to meet the goals listed in question 1? (Circle your answer.)

   Yes → If so, please explain. _____

   _____

   _____

   No → If so, please explain. _____

   _____

   _____

3. Do you feel that you will be willing to participate in helping your child learn more about traffic safety? (Circle your answer.)

   Yes → If so, please explain. _____

   _____

   _____

   No → If so, please explain. _____

   _____

   _____

4. Which of the following statements best describes the nature of young children in traffic situations? (Circle your answer.)

   A. Young children are just like small adults in traffic situations.

   B. Young children have only moderate differences from adults in traffic situations.

   C. Young children have major differences from adults in traffic situations.

Thank you for your cooperation. Please return the completed instrument to Richard Claus, Evaluator of the Preprimary Traffic Safety Program, Saginaw Public Schools, 550 Millard Street, Saginaw, Michigan, 48607.

APPENDIX N

OPEN-ENDED COMMENTS OF PARTICIPATING PTSC TEACHERS TO QUESTIONS 1, 2, 13, 14, 16, 18, 19 AND 21 OF THE PROCESS EVALUATION INSTRUMENT.

1. In reviewing the inservice given to train you in the use of traffic safety materials, what were its strengths?

- The kit had good materials.
- Actually going through the program.
- Well presented. Ideas well coordinated. Materials aimed towards teachers and classroom procedures.
- The materials were right there to touch and work with.
- All of the materials were explained and we had the opportunity to ask questions.
- Movie. Workshop with materials from safety kit.
- We had an opportunity to look over all the materials and ask questions as they arose.
- Clearly presented.
- The materials were easy to go over and to understand.
- The inservice was presented in a "down-to-earth," easy to follow manner. Questions were answered on the spot and each section of the kit was thoroughly explained.
- Well planned, materials well organized and presented. I appreciated the lunch and the recognition that break time is vital to a lengthy presentation.
- Having materials available for us at the time of inservice.
- Is interesting and appealing to young children. Makes good safety habits fun to learn.
- Everything was excellent, one of the best in-services I have attended.
- Organization - review of materials - presentation.
- Being able to go through the kit thoroughly and having all questions answered.
- Hands-on material - actual examination - orderly presentation.

1. Continued

- Presentation was well organized and concise. Going through the program step-by-step aided in eventual use with parents and children.

- The auditory - visual aids - presentation of kit.

- The inservice was extremely well organized, and your representative gave us an excellent demonstration.

- The program itself - well presented and interesting.

- Rosemary's enthusiasm plus the numerous ways (games, riddles, puppets) given to teach the rules of safety.

- Well organized - well presented. So great to "have" all needed materials and to be shown how they are to be used. Followed the "Agenda for Inservice" - time moved right along. Couldn't believe the presentation went so smoothly and quickly.

- Step-by-step use of each activity, colorful materials ready for immediate use, demonstration done as if actually in the classroom.

- The presentation was very well done - all materials were ready to use and self explanatory and colorful and interesting.

- The program makes children aware of safety rules and how to observe them closely.

- The strengths were that each teacher must enforce these rules and involve the parents with the safety program.

- Complete explanation of the kit and its components.

- Going step-by-step through the kit. Going over songs and games.

- Good presentation - materials available to look through as explained by Mrs. Taft.

- A good presenter with super material in an effective atmosphere.

- Demonstration given for using materials.

- The inservice was very interesting and enjoyable. Very meaningful.

1. Continued

- Repetition.
- Organization of material - material designed to meet prekindergarten objectives.
- The trainer was able to highlight the important concepts, provide an outline of program.
- Well organized - easy to read and use.
- It was so complete. After demonstrating the materials and their use we were given a set ready for our use.
- The strengths of the traffic safety materials was the traffic accident statistics of preprimary children.
- Well planned activities and games interested the children - got across important facts.
- Organization, concise presentation.
- Going over each step in detail. Having all materials in order.
- The safety program was introduced and explained very clearly.
- Fast paced, variety in presentation; film, lecture, tapes, question and answer.
- Organized.
- The informality of the training and the hands-on demonstration were very important.
- Very organized. Had material we needed ready for us.
- It was very thorough and to the point, along with the materials very well organized so we could quickly familiarize ourselves with them.
- A review of all materials and use of each.
- Going through all the materials and the sequence of them.
- Detailed explanation of materials. Materials very useful.
- I was on maternity leave at this time and a substitute teacher attended.

1. Continued

- Demonstrations - informal so questions could be asked as we went along. Small groups and time enough to do a good demonstration.

- It was well presented.

- A thorough explanation of all materials and the use of them.

- Well organized. All materials were reviewed and teachers had opportunity to do the activities (games, etc.).

- The wealth of materials and the activities that cover all skills taught in classroom.

- Made me comfortable with the materials, so I could use them with the children. Gave me some valuable teaching techniques.

- Well explained - all necessary materials already available in kit - colorful materials - songs and finger plays.

- The kit with pre-made materials.

- Having all materials ready to use is a big plus. Everything was orderly and easy to comprehend.

- Very plain directions. Very adaptable for children. Brought in a variety of learning experiences.

- Rosemary Taft's presentation of program. Materials in kit.

- Everyone had a chance to see all materials in case they had any questions.

- Did not attend.

- Each teacher had a kit to study while explanations for use were given. All instructions were clearly given, all questions answered. Previewing the parents inservice film was good.

- Each unit was brought out and explained. Questions were answered thoroughly.

- Materials of good quality and able to held, felt and used by many children at various levels, songs to familiar tunes, plenty of pieces so no one is left out, necessary variety to make it an ongoing not one shot kit lesson.

1. Continued

- The program was explained very thoroughly and why it is needed.
- It was great - to the point - very interesting material.
- Being able to go through the safety kit step-by-step.
- It helped me to be aware of the difficulty children have in (sic).
- Was not there for inservice.
- We looked over all the materials "hands-on" supplies. An outline to help review afterwards.
- All of it. I think its the best safety program I've seen. The children love the games and songs. They know the tunes and can relate to the games very well.
- Clear, concise program, easy to follow.
- All aspects were reviewed and all questions answered.
- Every item in the kit was demonstrated.
- I was ill so could not attend.
- The hands-on materials at the inservice.
- Many interesting new facts were revealed to myself.
- All materials ready, available and reviewed - presentation interesting and informative.
- Precise, clear explanations. All material was there.
- Very excellent material, well planned and very understandable.

2. In reviewing the inservice, what were its weaknesses?

- I did not like the way materials were presented.
- In our case it was just a matter of getting initial materials (kit) too late in year to do the project justice.
- It could have moved a little slower for me so I could think about it as we went through it.
- We could have used more time.
- None. IIII IIII III IIII IIII IIII
- I enjoyed the inservice very much. I was sorry every person did not get a kit to take home.
- Not all materials available. II
- The material given was good but gone through too fast as we had little chance to review material.
- It was so well done--it had no weaknesses, but the time of the year that it was presented was bad. We did not have time to finish the program.
- I wish it could have been sooner in the year.
- I can't think of any - it was the best in-service I have attended in over 20 years of teaching!
- None--I have never attended an inservice as valuable, informative and as well done as this one.
- Not being able to see the games, etc., in use with actual children.
- If a person was not familiar with the prekindergarten objectives, some of the materials would seem irrelevant.
- Some difficult words for children.
- It was the best workshop I have ever attended. I didn't find weaknesses.
- Our program has alot of different things going on and it is hard to use the kit every single day.
- Too late for this year.

2. Continued

- Another training session would have been very helpful to the teachers.
- My only comment is that it would have been presented earlier in the school year and not after our time was limited.
- Felt it was good.
- Not enough time to go through more of the teaching techniques for teaching some of the different lessons.
- I saw none - except a few aspects of safety which would pertain to our given area (parking lot, buses ...).
- I wish more had come to hear Rosemary.
- I didn't have enough time to go over the material.
- The topics were not clear - seeing cars.
- We felt a bit rushed to cover everything (stopped about 2:00).
- I do not feel at this time there are any weaknesses.

13. What traffic safety needs of preprimary children are not addressed in the present kit?

- None. ||||-||||-||||-||||-||
- I don't know. ||
- I could use materials on bike safety. The majority of my class have bikes with only the road to ride on. |||
- Is very complete for our children.
- Half of our children are bussed - we need as much on bussing as on town children.
- Safety rules at home, rules for bicycle riding, safety rules at school.
- Parent booklets to send home for parents. Ditto copies are poor. Parent cooperation is essential for reinforcing concepts practiced at school.
- Friendly stranger not in minimum set of activities.
- Would you consider a bicycle a toy? A lot of the pre-primary children do have bicycles.
- Talking or going with strangers.
- Need to talk to older brothers and sisters.
- The kit is comprehensive.
- Need 30 copies of traffic safety booklet.
- I find it to be very complete. ||||
- I don't know as yet. Seems quite adequate, but I also use "Patch the Pony" and "No Place to Play" about railroads.
- Parking lot safety. ||
- What if you don't have curbs or sidewalks. Hard at beginning - we are making due.
- One child in my room has to walk down to her bus stop and friend's home which are on the same side of the street as her house. To walk on left-hand side of road, she would have to cross the road and then cross over again. Seems illogical her mother told her to stay on right side way off the road.

13. Continued

- Country roads.
- Games for the children to play while riding long distances in a car. Possibly in the form of a handout for the parents.
- I can't think of any - it's remarkably full coverage.
- Seems to cover important aspects of safety.
- More on bus safety (school).

14. What materials, if any, are not appropriate for your pre-primary pupils?

- None 𝍸 𝍸 𝍸 𝍸 ||
- Some games to simple for this time of year.
- Train (because none near). Bus (we have no bussing).
- Some of the songs and poems were difficult.
- Not applicable.
- We began using the safety kit in March. Therefore, we are using only those materials required for the pilot program. Thus far, all materials used have been appropriate.
- Many children are having trouble recognizing certain signs.
- All are appropriate. 𝍸 |||
- So far children have enjoyed all the presented materials.
- I teach an accelerated kindergarten, thus some activities are too simple at this time of year. I intend to use the materials at the beginning of the next school year.
- Some of the first or initial things are too babyish, but the same ideas are covered in our own units for starting school - same ideas.
- We do not have safety patrol units at our schools. ||
- School bus - we don't have them in our system.
- Much of this material is far too easy.
- Since I have a musical background tapes of songs not necessary.
- None--materials are geared to correlate with the SORT objectives.
- Some of the gross motor games, riddle games, rules for riding on a bus and games that had rules to complex.
- The things about railroad crossings.

14. Continued

- Some language is too detailed.
- Some of the terminology, like "dart between parked cars."
- Lyrics to some songs and finger plays are too long and complex.
- Some activities are for city use (walks, sidewalks, signs ...). Our school is located more in the country where we do not take the children on walks.
- Some of the materials appear to be made for use of children living in the city.
- We do not have crossing guards near school; we have only a couple of ladies who guard at a couple of busy streets.
- Stranger game too scarey. We do not ride the bus but next year I would have time to prepare for this kindergarten experience.
- Quite a few of my children live in the country so they don't have sidewalks - but I think they should know about them.
- All very very excellent and appropriate at time.
- All appropriate, but some poems and songs are too long.
- I felt materials are excellent.
- Railroad and driveway.

16. What suggestions, if any, do you have to modify, reword, revise, etc., the present traffic safety materials?

- Organize materials better. Teacher manual. Better tape with numbers where songs begin.

- I think open topped envelopes or file folders with tabs would make organization easier to keep. Also, color coding all top edges for table games red, activities blue, etc., quicker access and put away. I like it and so do our children.

- None ~~IIII~~ ~~IIII~~ ~~IIII~~

- I would like to see the materials coded in some manner for easy filing in the kit. I would like to have pictures to use with some of the poems.

- I would like to suggest printing game directions right on the envelope containing the game rather than on a separate card.

- I would be more prepared to answer this after spending more time working with the program.

- No suggestions. Very satisfied with this program. Have recommended it to our Alpena agency for other Head Start programs in area.

- More illustrations to help understanding and retention of songs and poems.

- I have no suggestions at this point. I think the kit has been done well. Maybe I would discontinue the parent certificate.

- None except an addition of bicycle safety.

- The materials are fine.

- None--continue to stress the importance of safety in a pre-schooler. That there is not a curriculum as such until Driver's Education.

- I would like to see some emphasis on bicycle riding--so many of our kindergarten children, 5 to 6 years old, ride around town--probably something in the parent book also.

16. Continued

- I think bicycle safety is important as a lot of our children ride bikes all over town.

- Make more material for large group sessions 20-25.

- The reward is doing the right thing, also a star on a chart, a piece of candy, etc. The important thing for children to learn from discipline is the correct or acceptable manner.

- Would be good to have a safety award to wear as a badge from Mr. Stop Sign.

- More games using same materials . I like the many suggestions given for additional activities - role playing, anticipating, etc. I use these as review and reinforcers.

- Coordinate a guide manual so it is not necessary to flip through materials to know what is which game, song or gross motor. Confusing which is a "game" which is "gross motor" activity.

- The filmstrip should be improved.

- The walk and don't walk signs are not the ones now used in our city.

- Coding on back of various materials for future reference.

- The award certificate should also be given to the children with some type of outstanding visual aid on it.

- There might be more materials for the parents, to get them more involved.

- I think maybe more could be included in the walk activities, rather than taking so many walks.

- The filmstrip did not specify parking lots as being dangerous to children. Driveways were of course mentioned.

- At the time I received the material my children were beyond the color and shape activities. It will be good to have it the first few weeks of school next year.

- I will know better when I use it next school year.

16. Continued

- Make it plain in the written directions about driveway safety to come to driveway and if a car is there then put your arms across. It might be in the film but it is hard to remember everything.

- The "orange" cover on "What Do You See?" book does not copy - too bright.

- A place for names on the list sent home for parents to use with their children.

- The kit could contain an activity on children who live in rural areas. ||

- Stranger game: not fond of 10 officers "falling in the snow," would like to see oriental and Indian officers in order to meet our ethnic needs.

- To begin driveway safety first. To keep on with a modified version of this program from 1st-4th grade.

- I would like music sheets to the songs, so I can also play the songs on the piano with the children.

- The tape is not clear.

- Can't comment as I hand't the opportunity to use everything yet - from other experience everything looks very good.

- I needed to supplement in the area of bus safety.

- Some of the songs and games are very hard for the children to understand and enjoy.

- The parent film is much too fast.

18. What anticipated outcomes of the program, if any, have you observed?

- Better thinkers while outside.
- Our mothers responded well and would even better if presented at beginning of school.
- Recognition of signs by shape, noticing curb and knowing what it means and signs of a car about to move in the driveway.
- The children correct each other in discussions among themselves.
- Children are very aware of safety practice. Parents are more concerned with safety.
- Children need a lot of repetition to master skills.
- Children are becoming aware of some of the traffic rules.
- The children enjoy the poems, games, etc., safety awareness is becoming a topic of discussion during free activity time and sharing time. Role playing lessons have added a new activity to our playtime.
- More observant children, better awareness for myself.
- Children being more aware of traffic safety walking to and from school.
- New and/or improved awareness of traffic signs, traffic dangers, use of seat belts or restraints, and the development of good safety habits.
- Children are more aware of traffic and watching for it when we walk to the park.
- Safety awareness in young children - carry over into their lives.
- My children and myself are much more aware of problems and safety.
- Class is much more traffic conscious.
- The children seem to recall the concepts presented - remember the songs, etc., I only hope they implement them in their daily life.

18. Continued

- Scanning - when crossing the street more aware of watching for cars.
- The p.m. children (city walkers) are very conscious of safety practices walking to and from school and as a result of the work with the kit, have had a policeman, whom they now consider a friend, come in and talk to them in the classroom.
- Awareness of traffic safety.
- Children are more aware of safety objects - things they can look at to help remember a safety rule.
- Broader knowledge of traffic signs - a better understanding of why they should obey those signs.
- A better understanding of safety.
- The children realize more fully the importance of observing safety rules and have become more alert to them.
- Are aware of need to be careful.
- Childrén crossing at the curb and finger scanning.
- Children became very aware of traffic safety.
- Childrens' awareness of the importance of safety rules. I feel the earlier this happens the better.
- Awareness of traffic signs, scanning at corners, parent involvement and help, practice in safety procedures.
- Making us all more traffic safety conscious. Do more with traffic safety because everything is in the kit ready to use.
- Parents that attended meeting were very impressed and enthusiastic about setting up a "Safetyville" in our school gym on June 3 (one father is building signs 3-4' tall).
- That the children will become aware of being safe and how to keep themselves safe from danger.
- Parents are more conscious of their child's traffic safety. Children are more aware of signs and traffic hazards.

18. Continued

- Children are more careful crossing streets. Children are more aware of safe playing areas.
- Childrens' awareness of safety rules.
- Children know signs and talk about safety.
- To anticipate that the children will be more cautious of traffic safety.
- The children are becoming more aware of safety. Parents are not knowledgeable enough to want to find out about it.
- Children are familiar with traffic signs. They often mention them to us when they are outside.
- Children are more safety minded and cautious.
- Children are stopping at curbs and watching for car (scanning too).
- Pupils are aware of what to do when crossing the street and other safety things to do.
- Children are more aware of safety rules.
- Awareness on part of children and parents.
- Parents will probably not fulfill their obligations with the program.
- Parents are much more aware of the needs of young children.
- Many of the parents are being more cautious of safety awareness and I have seen a few of my children walking to school stopping at driveways and commenting to older children that they are doing "unsafe" things.
- More awareness for parents as well as kids regarding needs of young children and safety.
- More aware of signals and crossing the street.
- Children know rules and signs. They are more aware of traffic safety.

18. Continued

- Because of the fun activities provided in the program, the children really become involved and therefore they really learn the objectives presented.

- More awareness on safety and some parents being told by the kids, so that's good.

- Better safety thoughts from the children.

- The children do scan and "see" the invisible stop signs at the curbs. Also seem to be walking close to curbs where there are no sidewalks.

- Children more aware - learning is carried over to activity or play period and children role play learnings. Noticed children on way home are more observant. Children ask to sing songs, etc.

- My students are very enthusiastic about the program. They talk about safety in their conversations with each other. They ask often to play the games and sing the songs we have learned through the program. They relate safety (good and bad) incidents they have observed on the way to school and in their neighborhoods. The parents were very receptive and eager to see their children involved in the program.

- Children are more aware of safe practices related to safety on road and at school.

- Parents are going to be involved next year in making bags for every child; administrators want parent education done on safety for pre-k and k parents. The children like it and have <u>fun</u> doing the activities.

- Parent involvement in safety teaching. Children more aware of need for carefulness. Opportunities to observe the safety habits of others. Children learn to read and observe traffic signals. Children learn to discuss outcomes of safety precaution, also the lack of it. Role playing - social development. Gross motor development. Creative writing - thinking skills developed. Reading readiness skills developed.

- Great parent interest. Awareness of dangerous situations on part of child - especially car/truck back up.

- The children are involved with learning about safety signs, etc.

18. Continued

- The children really enjoy it and like doing it.
- Some parents have mentioned they have seen their children finger scanning when outside playing.
- Children are stopping to "scan" at curbs. Children are aware of "invisible stop sign."
- The children appear to be aware of many of the safety signs.
- Children have become very aware of the traffic signs. They talk about them to their parents and also discuss them at school.
- Children relate how they were glad they had this seat belt on when dad had to stop; how they saw a picture of an accident in the paper and wondered if they had seat belt; on field trips they identify signs; moms tell how kids are "back seat drivers."
- My children are much more alert and are always talking about finger scanning with their mothers. The program is much more ingrained with them.
- The children love this program.
- The children have learned to obey all traffic signs.
- Have had good input from other staff and good comments from parents.
- More safety conscious, children are learning safety skills, tips, games and I hope they use them at home.
- Children are more conscious of rules to cross street, more aware of signs. Very conscious about playing in street or behind cars, watchful of driveways, etc.
- Children remember the procedure for crossing streets especially and will relate more unsafe activities that they observe than they did before. They are more aware.
- Children are more cautious about crossing the streets.
- The children are more aware of the traffic and safety signs and rules.
- Increased awareness of safety.

18. Continued

- Children are more conscious of safety rules and signs. They even notice other people not following rules we have discussed.

- Children are aware of traffic signs they see (a new one they recognized by school). I see them scanning at the corner--aware of the dangers of darting out. They are walking across the street. Respect for traffic safety patrol.

- This is an excellent program that needs to be used in all areas of the elementary program. It definately should be expanded to cover upper elementary children.

19. What unanticipated outcomes of the program, if any, have you observed?

- Our name tags are △ yield sign shaped and a child observed it and in a surprised voice commented on it.
- None 𝍸 𝍸
- Parents have been amazed how their children are naming and pointing out traffic signs to them.
- Children have become much more observant and verbal about traffic safety.
- Children have played on riding toys using safety rules in the classroom.
- My children telling others the right way to cross streets and being more aware of signs and cars.
- Children adding verses to songs. Children reminding other children of good safety habits. Parents commenting on program.
- Role playing.
- That my children will help others. They will teach a lesson by their actions.
- The children enjoy the activities, and in making their individual "Mr. Stop Sign" puppets. The materials have aided in reading activities.
- Some children have become backseat drivers. They tell the parent about the signs as they drive along - not such a bad idea!
- Parents say children tell them what signs mean and when they don't obey them - makes parents better drivers.
- Children became very attached to puppet character - Mr. Stop Sign - they really were enthusiastic when Mr. Stop Sign taught the material.
- How readily the children have picked up the ideas presented.
- The children love it! It's more than a lesson - It's fun!

19. Continued

- Parents are impressed that "we care" (relates to their shock pertaining to statistics for 4 year old boys).
- The carry over to the other siblings in the family.
- No parent interest.
- I have found that I worry more about safety now that I can see how the children react.
- Some parents don't like their kids telling them about their own safety habits. These are parents who wouldn't come to the meetings anyway.
- By giving them this experience they are expressing themselves much better and talking in complete sentences for the inferring causes and anticipating.
- That the idea hold the childrens attention longer than I taught!
- I felt that Rosemary Taft certainly anticipated many far reaching outcomes, even other than safety, in their program. So far I am delighted at the <u>many</u> facets of this program.
- One parent mentioned that a car slowed down when her child was finger scanning in front of their house. She said it almost looked like the child was "hitchhiking."
- I thought the children would all know about safety belts - so many of my parents own trucks and they must not use safety belts with the children.
- A renewed interest in what words mean; an increased request for police as traffic officers not just cops with guns to kill.
- The children are telling and/or teaching their older brothers and sisters the safety rules.
- Children remember the finger scanning and possibly will tell younger brothers and sisters where to play safely.
- Children even relate unsafe things that their parents do and will tell them how to cross and finger scan.
- People along our route for field trips (walks) have asked about "finger scanning."

19. Continued

- I was pleasantly surprised at how much the children related to the materials and retained.
- They are very interested and concerned in safety.
- My own safety awareness.
- Several parents responded who have taken little interest in school activities this year.

21. What general comments, if any, about the traffic safety program do you have that might be relevant to better understand the operation of the program in your classroom?

- The program is very good. The kit has excellent materials which needs a manual to go along with it and more organization. I find it very hard to find the materials needed.

- I enjoyed program very much and so did children. They retained a great deal.

- I'm looking forward to the manual!

- The parents that came to my meeting felt the program should continue to the 1st, 2nd, and 3rd grades to reinforce the concepts, not just end after kindergarten.

- This is a wonderful program and the materials are relevant to our pre-k objectives.

- I feel this is a valuable and much needed program. The outdoor activities are excellent experiences for the students.

- Continue inservices.

- We use it as a "hands-on" program. Songs, games, etc., can be chosen by children to repeat whenever they want to.

- Continuing the inservice.

- I am pleased and enthusiastic about materials. We have needed such a program, as each year one of my students has been hit by a car. The variety and scope of the materials in the kit provide lesson ideas and reinforcement. Hopefully, it will "save" the children. I also appreciate the parent component, as many parents expect too much from young children. This program offers much needed parent education.

- My children are hearing impaired, Cheri has them in her preschool for part of the day. What they don't understand in her room I try to explain in mine.

- It is a terrific program and one that is necessary. It is presented in a fun and interesting way. At this time I see no way of improving the program.

21. Continued

- I think we need to stress more about the lights - especially the idea that the green go is for the cars and not for us. It's rather confusing for a small child.

- Bussing is our biggest problem - so I stress behavior on the bus - waiting safely at bus stops, etc. I like to use the open-ended questions to get the children to really think about the reasons for the safety rules I'm teaching.

  One of the biggest advantages to this program are the colorful materials which the children can handle and use. The realism (of the various signs) is especially good. Also, I appreciate the fact that the songs are based on tunes we already know - it helps to keep teacher preparation time to a minimum.

- Safety on the bus and while waiting for the bus is very important to our children.

- Children need repetition and constant reinforcement of these safety rules. They forget quickly. The program should begin in September and be carried through June and beyond by parents as well as the teacher.

  Mr. Stop Sign was a friend. The children used him as well as the teacher. It would be advisable to use sturdy material in constructing Mr. Stop Sign so he can be used by the children as well as the teacher.

- We are mainstreaming hearing impaired pre-schoolers into our regular preschool. "Hands-on" materials are very important with this age group and also the hearing impaired children.

- None - inservice with Ms. Taft was necessary and adequate. Materials and appropriate for age group and varied.

- Need to begin this program in September.

- Definitely requires inservice training to be adequately and beneficially used in classrooms.

- We only had about 20 classes left after the workshop so I picked what I felt would be most beneficial to children and parents with this short time. In the fall we will go from the beginning.

21. Continued

- Once you start it it has to be on going or else the kids lose interest and forget what the materials are teaching.
- Such comments will be more valid next year when we have used the complete program as it is meant to be used.
- We have to do all activities that we can on school property. We make use of the parking lot on many activities.
- Excellent program, I would love teaching as a unit for the first week of school.
- It appears that the program is a very good one.
- It is a good program.
- I am looking forward to having the materials for my class next year and having an entire year to cover the objectives.
- The flowchart could be more clearly written.
- None at this time. I feel it is a very worthwhile program!!!
- We have incorporated the safety idea into all areas beyond the lessons suggested in the kit. We introduced the program to the 1st and 2nd grade teachers, so they might continue the program with these children.
- I think it is an excellent program and well thought through. I know the kids are enjoying it.
- I like the materials that are open-ended, that can be used for many ways other than those designed for 10 policemen, circles, etc. It's a good teaching material when it can be used for many things!
- I have two different groups of kindergarteners - one is for my young 5's and the other is regular section. My developmental group can't comprehend the program the way the regular group can and so I have to key down many activities to their developmental level.
- We would like to start the program in the fall when we have more time to carry out the activities.

21. Continued

- We received the program late in year and the weather was not good for taking walks. I waited so I could follow the suggested sequence of activities, therefore, I'm not sure I will finish. I have 54 children in my combined classes and find it difficult to get enough parents to help as often as necessary. It's always the same four or five parents I have to ask because the other parents are working outside of their homes during the day.

- We would like to start the program earlier in the year.

- I think this program is super - I do a little bit every day. We talk about signs and safety at lunch and also about bus safety. I like the kit and I am very pleased I am able to take part in this program.

- We meet in two sessions (a co-op nursery) a 3 day and a 2 day for 2 hours and 15 minutes each. Children are brought to school by cars, no walkers. The schools in Charlevoix do not have safety patrols. Many areas in our district have no curbs or sidewalks.

- Just to say I feel this is an excellent program and we've already talked about this program with our next year's parents at our kindergartener round-up.

- I only have had 2 months to work on the safety program this year and I've had to "push" the children through the minimum requirements to finish by the end of the school year. Next year will be better.

- I know that <u>safety</u> is the number 1 outcome, and I endorse that 100%. However, I find that I can have complete exciting areas on safety in my room that fulfills needs for child in all areas. I'll put an example of my kindergarten activity set up for 1 day.

  - Play house area - mother, father, child. Father needs to go to work - uses car on highway we have made in room with masking tape. Child goes to friends house and practices safety mother tells her.
  - Puppet area - children use Mr. Stop Sign - along with other puppets to develop a safety play.
  - Listening area - children listen to safety songs and sing along.
  - Clay area - fine motor - children view safety signs and words and make them with clay.
  - Drawing area - children draw pictures using 1 or more traffic signs.

21. Continued

- Puzzle area - children put safety puzzles together.
- Largest to smallest - arrangement at area.
- Gross motor activities - use all Fisher Price toys around our highway - houses, stories, gas stations, schools, etc. Children have little cars and trucks and use them appropriately.
- Reading charts - children write safety story, read or find words alike, etc.

- I will know better after next year.

- There should be more activities and fewer songs and poems.

- I would like to see more discussion and games mixed in with the songs, especially games rather than having all games at the end of the unit.

- It's a terrific kit.

- I feel this is a <u>needed</u> program and very valuable.

- It's excellent - well organized, easy to find the materials for each lesson - everything at your fingertips - no long involved preparation, interesting material, fun things to do, easily correlated with all kindergarten learning - math, reading, and social activities. The children love the puppet and games. It's good to have new ways of teaching required objectives of the primary child.

APPENDIX O

OPEN-ENDED COMMENTS OF PARTICIPATING PTSC TEACHERS TO QUESTIONS 1, 2, 13, 14, AND 15 OF THE PRODUCT EVALUATION INSTRUMENT

1. Comments:

- I do not feel I can account for how they use information when at home. When on school outings 90% or more finger scan, buckle up, ride toys safely, cross street safely. In class discussions they demonstrate a knowledge of the danger of strangers but I do not know about when they are at home.

- We only meet 6 hours per week. Most of the above (A-M) are being practiced by parents with their children. They saw the movie and were given the booklets. They are very enthusiastic. Parents tell me it has made them much more aware.

- Excellent program.

- We were a little rushed because of the time the program was introduced. Starting in the fall will be great.

- I used the program (most parts) with ages 3, 4 and 5. Since I am not teaching now I can only estimate the percent of pupils who can meet the traffic safety objectives. For this purpose, I figured only the 5 year and 4 year olds for the above evaluation.

- Parents related childrens awareness.

- It is a difficult task to place a percentage on the above because we haven't had the opportunity to observe the above situations.

- Due to starting the program late in the year, it was hard to follow through with parents.

- The majority of the children responded very well to the program. About four children were hard to get to understand.

- My class of 6 neurologically children did well with introduction of these materials, but with their disabilities need much more application of rules to make them habit.

- I. I cannot make a judgement as to how many in my class actually buckle up. It was thoroughly discussed and the children understand the need to use safety belts.

- I. The children know they are suppose to buckle up but I don't know if they do.

1. Continued

- Some of my younger, less mature children probably would have mastered the most important objectives given more repetition.

- It's very hard to measure these for sure. They can usually, but not always.

- Due to lack of time, I did not use the program as much as I would have liked.

- We were late getting the kits, and if we had gotten them early in the year, more things could have been accomplished.

- Because of the younger (3-4 year olds) children we deal with it was difficult to determine the percentages.

- Songs of safety were especially effective in reinforcing G and H.

- These are just estimates. I did not keep that close a check on percentages of mastery. I do not know if this is carried over at home.

- My children are very unpredictable, I was surprised how they can pick out safe and unsafe situations. For them to be in the situation of course is the true test.

- Finger scanning was introduced but not practiced - maybe better for preschool age - just learning to cross by themselves.

- This safety program has made the children more safety conscious.

- The time we had to work on this (about 6 weeks) made it difficult for the slow learners to master some of the objectives, they could have if we had had a longer period to work with this program.

- Our children were very interested in knowing about safety and especially the signs.

- Because our school has 99% bus students, no sidewalks by our roads and our school is on a main road, I couldn't do some of the basic experimental trips.

- Most of these questions are not answerable because we had no way of assessing how the children react in a non-school setting (i.e.g, with parent, playmates, etc.).

1. Continued

- Many of these objectives are difficult for a teacher to evaluate. The real test is how the child performs <u>independently</u>.

- K - did the unit but all of the children involved do not ride tricycles - they have bikes.

- I covered Objectives A, B, C, D, E, F, G, J, L, and M, however this teacher feels that to accurately assess mastery, records should have been maintained during the instructional period.

- The safety traffic kit was very well organized, I enjoyed the activities as well as the students and I will continue to include the kit in my upcoming pre-school programs.

- This is based solely on a class of four-year olds.

- I think with a year long effort we'll have much better results.

- There was not enough time to teach many of these items thoroughly.

- It is very difficult to predict with this age group. They need to be constantly reminded.

2. Comments:

- Seat belt broke, no safety patrol, no curbs, not enough time or good weather to do it all in 5 weeks. Looking forward to next year. Will do a better job with dart out problem--especially at Halloween and will do blocked view when the snow banks grow.

- Those checked were those we could do at school. Parents are working on others with checklist. Only 10 were able to finish checklist in time we had.

- School bus excellent. Most of my kids are bussed in.

- Children were aware of safety problems at school. We hope it carries over.

- Because we had our kits only a short time we were unable to do all activities.

- 1.A. The first walk was not successful in that children did not see unsafe or safe activities. Magazine pictures helped before the next walk. Next year I would probably put this activity later in the unit after the children were safety conscious. We did not have a police officer visit but went through the open-ended questions about police and stranger. Children enjoy this. Next year I plan to arrange for an officer.

- Next year when we use the program more completely it will be easier to judge on these.

- In the activities used, the wording of the questions makes discussion difficult. The teacher spends some time rewording the activities.

- The children did well on the activities that were used.

- I tried to do what I thought was the most urgent since we had so little time.

- We had our kits only a short time and were unable to complete all sections.

- Had little time to do all. One of our children killed last fall with family in car-train accident, so kit R.R. crossing unit hard. Also tracks all over Lennon area.

- Due to lack of time, I didn't use the program to its fullest intent.

2. Continued

- Many of these rules we did not cover due to the late start with the kits. I know they are good ideas, but time played its part in what we could do.

- I did not have a safety patrol visit, as our children are all bused in and we do not have safety patrols.

- Our school does not have a safety patrol.

- We used the safety town equipment and the traffic light as a culminating activity.

- Super good - lots of ideas - good discussion, role playing, writing, etc.

- I needed to supplement the bus unit because that was very relevant to my children.

- Police officer very impressed with program - he would like to preview the entire program this summer.

- This teacher feels that given more instructional time, the students would have been exposed to all of the above 15 activities. The kit was given during parent conferences and readiness for the SORT testing.

- All of these activities are very important and need constant reinforcement.

13. No ... If so, why not?

- I'll be teaching 2 years olds.
- I will not be teaching kindergarten next year.

14. What unexpected impacts do you believe were the result of this program? Please explain.

- Kids reminding parents to buckle up, children wanting to read, some children reluctant to talk on other subjects are very verbal at this.

- Children got into colors and playing games. Many of them learned how to get on a bus and sit on a bus the right way, etc.

- My children for the most part live in the country and were not aware of the dangers of vehicles and playing outdoors. I believe this safety program has helped them understand this need.

- None."

- Parents are more aware. Children recognize policemen as friends because of our little soft policeman puppet.

- My pre-schoolers are "instructing" the older children in the school when they do unsafe things. Example: crossing the street without finger scanning first.

- Parent awareness--many not aware of childrens physical disabilities (vision, hearing, height) at this age.

- I feel that the program will be very successful when we can complete the entire minimum requirement sheet. Also, there were a few car accidents where small children at this school were involved.

- Driveway and bus safety awareness.

- Many children are just not aware of safety and this is the first safety program I've had.

- The children's ability to absorb and share with siblings and parents the concepts presented.

- For our school the school bus unit was very successful. Behavior on the dart bus greatly improved. The children are very vocal about some unsafe practices they see. (Finger scanning did not carry over to the homes I suspect.)

- Children often enjoy a structured, well organized program and this is one of those. It covers all the important safety areas.

14. Continued

- Children who related unsafe practices they noticed and were quick to volunteer what they should do in similar circumstances. Parents who made sign posts and set up a "safety-town" in gym for the children to walk around.

- It made the kids more aware of different traffic situations, more observant of traffic.

- Make children more aware of traffic hazards.

- I believe the children are more aware of problems of safety. I didn't have time to do what I would I will another year. Parents say the children sing the songs at home. When we go for walks now, the children automatically start singing the songs. "Safety Outdoors" is a favorite.

- Some parents are made aware of need for safety rules for small children. Children are aware of signs and traffic rules.

- I was impressed by how much the children understand.

- The children were very enthusiastic and really recalled points of program especially concepts about driveway safety.

- Children related many unsafe conditions they saw at home and that adults did.

- Children were more aware of unsafe traffic.

- I expected that the children would really enjoy the poems, games, songs, etc. - and they did! I was pleasantly surprised at the safety awareness that was demonstrated through my informal observations of activities and conversations of children during play time.

- I was glad to hear the discussion the children had about the safety signs - they liked to play with the road signs.

- Children were very enthused about the puppet and traffic signs we used in class and on the bulletin board.

- More awareness on kids parts of the many different aspects of safety. The activities helped teach other skills, i.e., listening, follow directions, likeness and difference, rhyming, etc.

14. Continued

- The parents were interested when I spoke with them at evening meetings but I was unable to set up parent meetings because of the late starting time of this program.

- Awareness and reinforcement of traffic safety by the students. The children really seemed to enjoy the activities, and surprisingly appeared to recall the information.

- Bad tape - looking for songs.

- Both parents and students became very interested in safety aspects. The enthusiasm was very high and much was gained. The beauty of the materials was that all skills could be taught through the unit - it was very thorough.

- I found that my children became extremely safety conscious, and I feel that is the main purpose of the program. Some of the side benefits of the program is that it is adaptable to all learning experience and development of my kindergarten children. It is an excellent reading reading readiness, language development, gross motor, fine motor, and listening. It is just excellent.

- Students interest in activities - increased reasoning abilities.

- The children showed a real interest in the safety program. They enjoy the puppet and table games.

- The administration and parents are very happy to see us using this!

- The adults in my room became more aware of how much children lack safety knowledge.

- I feel that aside from helping the children become more aware of traffic safety, the program promoted good public relations. The parents were pleased to find out that the school was willing to "try-out" a new program that would benefit their children. They were made aware that we are interested in doing a better job of educating their children.

- That my children and parents are more safety aware and more careful.

14. Continued

- I know the children are more aware of traffic safety and the whole aspect of safety.

- Learning safety can be a fun educational experience!

- Children are <u>teaching</u> ... their parents! Parents who did not attend the meeting still learned finger scanning, the "invisible stop sign," etc.

- More children using seat belts.

- Pupils more aware of traffic safety importance and how they can participate in keeping safe.

- Parents brought children to me to discipline when the child broke safety rules.

- Children very much enjoyed program and greater carry over than I expected.

- Children carried the learnings during playtime. (They role played while building blocks, playing house.)

- This program first of all made the students much more aware of traffic safety. It also was a vehicle for sharing emotions and experiences of different traffic safety situations.

- Parents did not respond positively. The program was excellent for tne children and teachers.

- The high school students I work with in the nursery school were very keenly aware of traffic dangers and eager to work with the kit - after I introduced it to them by using the filmstrip and a quick trip through the box. Some of the activities were used more than 5 times with groups of children.

- I found that the children were more aware of traffic safety at the end of the school year. They also projected this awareness to their parents.

- Increased awareness of my own safety habits and stronger parent teacher ties.

- I believe that parents as well as children need to be educated in safety to make the program very effective. Parents need to be involved and follow up with the child. It has to be a day-to-day awareness.

15. What general comments, concerns, etc., could be offered to make the program better next year, when it is offered to additional schools?

- I like the cloth Mr. Stop Sign for the texture and durability. I would like to see oriental and Indian officers to meet my ethnic needs. I have availability to a laminating machine at a reasonable cost--for those who don't, what do they do? I will do more next year, but with 5 weeks to work and the children in class only 4½ or 6 3/4 hours a week I couldn't do more and still cover my other units such as farm animals, spring, flowers, etc.

- Start at the beginning of the school year with the kit.

- Get parents involved right away. Have feedback from them.

- I am looking forward to starting this from the beginning in the fall when hopefully we can spend time outside, and also have the whole year to work on the kit. It is excellent!

- A suggestion to the teachers that they improve the poems by adding visual aids (flannel board pieces, teacher drawings, additional puppets, etc.).

- I would hope that the quality of the materials in the teacher kit will be maintained--the felt puppet "Mr. Stop Sign" is durable enough that it can be used by the children repeatedly, it does not go to pieces with use. The children love to use the colorful game items.

  The complete-ness of the teachers' kit made it possible to take it right into the classroom and put it to immediate use. We got our kit in the spring and so had limited time to incorporate the ideas into our already busy schedule. Next fall we intend to start the first week with the bus safety items - 95% of our students are bussed - and continue all year to make safety an integral part of the curriculum.

- My children enjoyed all the things we did. I was only sorry some things had to be hurried or skipped because we did not receive the kits earlier. My one suggestion would be that the tape accompanying the slides be a little slower. Some of my parents could not assimilate the ideas and preventive lessons fast enough.

15. Continued

- The program is very easy to use and will become an integral part of our kindergarten program next year. The children love to handle all the items and by touching, seeing, and using them the lessons learned are not forgotten. I think the program is superb.

- More on bike safety.

- We did receive this program late in the year. It should be more effective next year.

- Poems might be more exciting if some dramatization ideas were given. Some type of review for the children to check retention of materials might be helpful.

- My only problem in participating in the program was the limited amount of time. Six months would be a more appropriate amount of time to cover the material adequately, at least the first time through it.

- Have the workshop presentation earlier in the year.

- Revision of some terminology.

- We received the kit late in the year so it was not possible to use all of it. I plan to begin next year in September and use the kit throughout the pre-k year.

- The program is thorough, definite and provides easy to use materials. By starting in September I can give more time for practicing the activities with more singing and game-type experiences.

- The program is well developed; however, there are problems in the written language of it. The poems should be revised so as to not be so long and wordy. This prevents the children from learning and keeping a beat (rhythm).

- Make some of the poems and songs shorter - more activities.

- The lyrics to some of the songs and rhymes too long and complicated for preschoolers.

- I would like a record of all the songs. A complete flannel board kit would be helpful. Some of the games in wooden form would really be effective. I guess this is a dream.

- It seems like a good program - will be able to evaluate better next year.

15. Continued

- I do not feel I have used enough of the program to properly evaluate.

- When the program can be started in September, the program will be excellent.

- Please make materials accessible to teachers from the start of the school year. I feel I would have had greater parent participation earlier in the year, and I would have liked more time to cover the materials.

- The parts of the program I used were effective. Children enjoyed the songs much more than the poems and also the open-ended questions and game. It will be easier to evaluate the program after using it for a year rather than just a few months.

- Safety programs should start at beginning of school. More parents inservices on safety.

- I think the program is excellent. We plan to utilize the kit fully next year beginning in September.

- I was unable to do everything I wanted to with the safety kit. Next year I will use it from the first of the year.

- The program was great. Some of the activities were to simple for the children at this time of year I feel they will be more effective next year when we start in September.

- I will prepare and laminate, etc., ~~the materials~~ during the summer to use next year.

- ~~I intend to use the~~ program next year to the full capacity. We have had too many new things start in our system this year to fully utilize it. I therefore do not feel my judgement of the activities would be fair.

- Be sure to in-service the school personnel, and stress importance of parent involvement.

- I like it just the way it is!

- An excellent program I think. Some of it not appropriate to rural schools, other city schools. It takes much time to do it thoroughly and have other things to teach (obviously) so can't do ALL, but still like option to pick and choose and do thorough job of what seems pertinent to my classes.

15. Continued

- Materials not categorized enough.

- I feel that the program is good. But need to work with it for a longer period of time.

- None that I know of - as I mentioned before, it was very thorough. The planning and programming was excellent.

- I don't think I could improve on the program. It has unlimited possibilities in all areas of my kindergarten teaching. I am excited about it.

- Begin early in school year! Our kindergarten had only 2 months.

- We feel we need to start the program more in depth in the fall when we have time to use more activities.

- Must start right away in September. There is not enough time when starting in April.

- The teachers could be given this evaluation form at the beginning so they could be more aware of percentages, etc., (if you really feel this is important to the program). If the additional schools will not have to evaluate the program like the "pilot" schools did, this would not be necessary. I feel it's a very good program which should be started right in September, so the teacher has time to cover the material more fully.

- We used some safety songs in a kindergarten music program and we had a culminating activity using a miniature village and traffic light.

- I feel the program is good. I wish I had more time to use many of the games. We did include one of the songs into our music program.

- Great program - continue as is - with a good inservice and a complete (it's all there no get, make, etc.) kit.

- I really like the program but I feel that I did not receive it in time to do it justice. Many things I did not do for lack of time that I would like to have done.

- Excellent program. Well organized; easy to find materials-everything at your fingertips; no long involved preparation; interesting material; fun things to do; children are involved in the learning activities (fast and slow learners can participate); all types of activities to teach the

15. Continued

basic safety rules - art, music, games, listening, discussing, and doing; activities correlate with our learning activities in math and reading readiness.

- Basically our parents would probably not be interested and many unable to attend the filmstrip or any of our sessions I probably could not deal with this aspect of your program.

- We need more on bus safety. The gross motor items were super. I just didn't have enough time to do all that I wanted.

- I found the program very complete - everything needed was provided. I can't think of any changes needed.

- Earliest possible contact date.

- Program was great - well organized - easy to follow - I have no concerns or suggestions.

- Excellent materials.

- Emphasize the outdoor walks and demonstrations with parents as drivers of cars - I found that a higher rate of retention was achieved for an objective when using true life models. There were times when it rained that I tried to improvise in the room but I found that it was necessary to reschedule a walk or a demo because some of the concepts were hard to explain concretely unless the children experienced.

- The subject of driveway safety should be elaborated on, also a certificate solely for the children since they worked very hard on safety rules.

- Strangers was an area our parents mentioned with concern. So additional information here might be helpful.

- The program should be introduced in the beginning of the school year so that the teacher can organize and implement all of the activities.

- The program needs to be taught through the whole year. Also the parent film did not hold the attention of our parents very well. The material went too fast. (A Super Program)

- I feel that a traffic safety program needs to be instituted as a total school program through principal, teacher, parent, or any interested individual.